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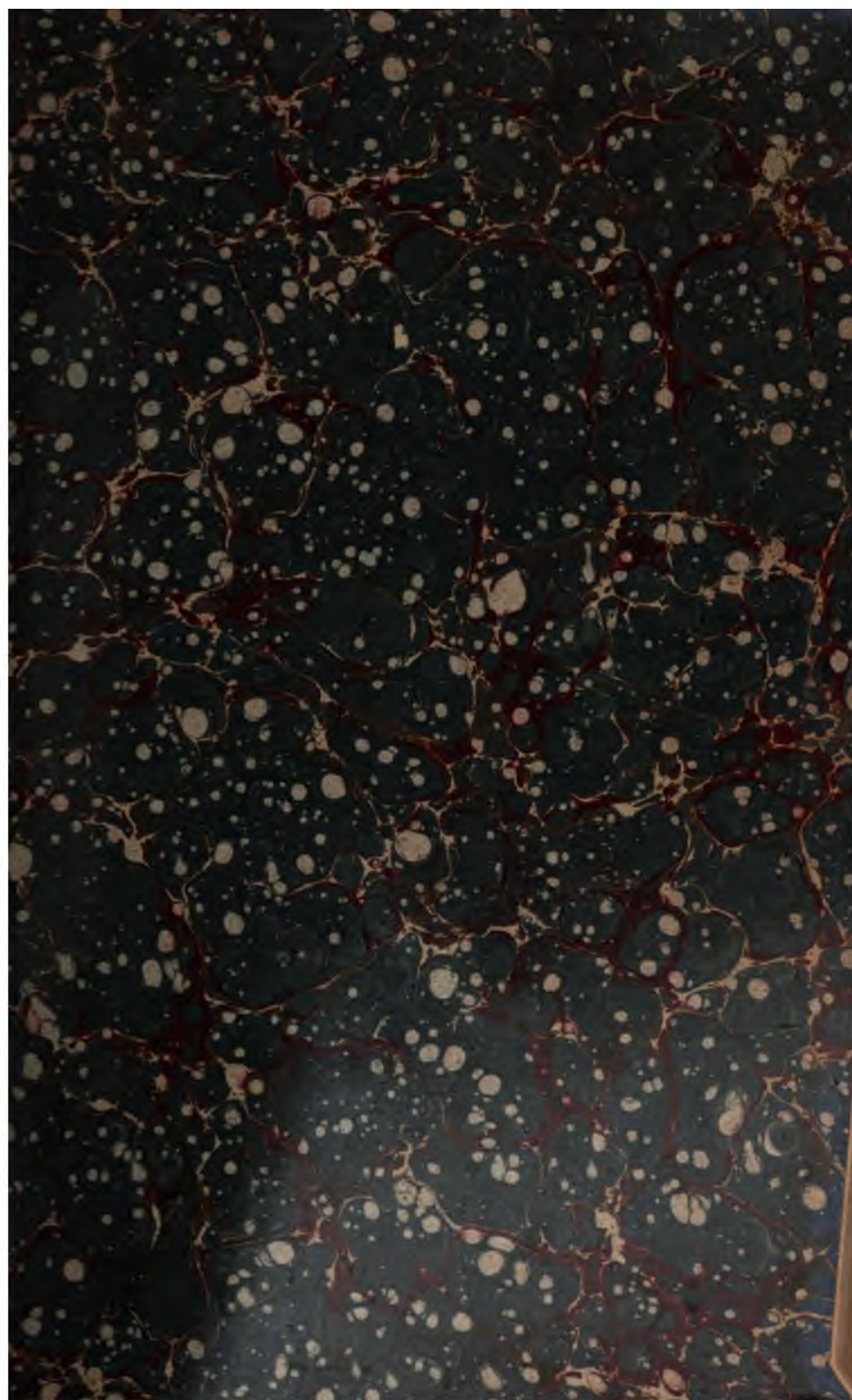


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Vol. 3

No. 1.

May, 1897

THE CHILD-STUDY MONTHLY

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Among the Books.



EDITORS
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University of Illinois
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May, 1897, to April, 1898.

...BY...

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The Child-Study Monthly.

VOL. 3

MAY, 1897.

NO. 1

CHARLOTTE.

Just a little waif from Heaven,
Come unto my empty arms,
Bringing hope and peace and gladness
With her dainty baby charms;

Just a little soul from Heaven,
Slipped outside the golden gate,
Come to bless our lonely fireside,
While her angel playmates wait;

Just a tiny child from Heaven,
Come to nestle on my breast,
Making me supreme in gladness,
Making me forever blest.

Oh, my soul-white baby daughter,
May I grow more like to thee;
Lose some stains from long earth-service
Whilst thou lie upon my knee!

Oh, our great and strong Soul-Father,
Watch and love us tenderly;
Keep her pure and make me better
Till we grow at one with thee!

—J. S. R.

PIANO PLAYING WITHOUT PIANO PRACTISING.

IN this age of advanced ideas when the entire system of educating children is being so happily reconstructed, I have noticed with surprise that one evil has apparently escaped the attention of the broad-minded men and women to whose efforts the change of sentiment is largely due, and that is, the injury done to little children by long-continued hours of piano practising.

From my own observation and experience, I conclude that the common system of musical training employed in many schools and colleges, robs children of more mental and physical strength than can be restored in a lifetime.

A child is placed in a room by itself to master insurmountable difficulties, to play scales and exercises in endless repetition, and to lift its little hands up and down hundreds of times, like an automatic machine, to "strengthen the wrist," as it is called in professional parlance. What wonder then that both body and mind suffer under the inaction, the nerves are overstrained by the tiresome and wearying task, and more than all, the wonderful music spirit flies away unnoticed and unsought.

The essence of music is not a part of notes, books, or instruments, but this is seldom appreciated by the pupil or mentioned by the teacher until in later years, when the struggle to cultivate the musical intelligence becomes exceedingly difficult because of its having been dulled by the repetition of tones without any idea of their power of expression, or their value in relation to each other.

The blending of color is most essential to the artistic beauty of a picture. A pink tree in a landscape would immediately excite comment, as also the omission of a feature of the face in a portrait, yet such monstrosities in the interpretation of music scarcely attract attention.

Can not young children be taught to be tone painters? It should be as interesting to a child to study a melody which

wholly absorbs its mind as to read a fairy tale. Not only would the musical imagination be stimulated, but because of the melody being all-absorbing, the child would unconsciously learn notes, rhythm, and phrasing, just as it should learn to read a book without giving the reading a thought, being so absorbed in the story.

But nowadays children are overwhelmed with difficulties which cramp their mental powers and crush their enthusiasm.

It is not meant that all children should become musicians—the rose and the wild flower each have their climate and their soil. And even if every child who studies music were destined to become an artist much greater progress would be made in the development of the artistic instincts were technique used merely as a means to an end, instead of burying beneath it the musical conceptions of the mind, which, as they become clearly perceived, will of themselves find utterance through the hands without previous practice, expressing both the depth and the delicacy of the interpretation.

And if, instead of long hours of practising, the child's attention were directed to the importance of listening to music, and studying its history as well as the various works of the great masters and the interpretations of their ideas, its musical intelligence would develop as a flower unfolds, and the child, though unable to execute on any instrument, would nevertheless be an artist and a musician.

Having been greatly interested in the latent musical ability of children, believing the inadequacy of present methods responsible for its slow development, I determined to prove the truth of my theories by putting them into practical execution, and so chose a class where my ideas would not be restricted to methods which I did not approve.

Consequently the work was undertaken in portions of the city where there were no pianos in the homes of the children. I first greatly doubted the success of the experiment, but when the little ones brought their lessons prepared as well as if learned upon an instrument, I at once realized that the chief

drawback to musical progression, is in mental, and not technical development.

Realizing that this was the opportunity for discovering what could be accomplished without practising, I continued experimenting in these localities with both children and adults, for many months.

Their ignorance regarding music was perfect for my purpose, the majority never having touched a piano, and not having the least idea how to move the fingers from one key to another.

Having but one piano at our disposal, we were obliged to substitute something else with which to accomplish our work, and began by playing simple exercises on a table or anything that would support the hand, sometimes singing the tones, and sometimes accompanied with the piano in order to learn rhythm and melody simultaneously.

When we first began, the class was so large and the time so limited in which to teach it, that on each lesson day not more than half of the children were able to reach the piano, consequently it became necessary to have them all come together in order that each might have the opportunity of receiving at least some benefit by hearing the instruction given to the others. This subsequently developed into one of the most valuable features of the class.

The strict attention given by the children in consequence of their eagerness to hear each other's melodies, was all that could be desired and each unconsciously became capable of criticising intelligently.

Sometimes when the younger children were playing, the older girls would read the life of a composer in an adjoining room, telling it to the class in their own language on their return, and later write out their ideas upon what they had read or heard, and many interesting letters were secured, of which the following is an example written by a little girl 13 years of age:

THE INFLUENCE OF MUSIC.

"Recommend virtue to your children. She alone, not money, can give happiness." That is the advice of Beethoven,

the mighty genius, who gave his life wholly to music, music pure and exalted, a factor in life that all need, since music in its broad sense does not mean mere harmony of sounds, but includes all that is beautiful in man, meaning in general the sense conveyed by the words of Shakespeare, "He that hath no music in his soul is fit for treasons, spoils and stratagems," not meaning he that hath no power to express himself in song, but he that is not touched by all that is pure in humanity.

There are many ways in which a genius may express his thought, but in the musical world our geniuses have used tone as the language of their feelings. Consequently if they be in a sad mood they will leave as monuments to their names works of a funereal character; or, if happy, compositions that give one an impression of a butterfly flitting hither and thither.

Let us then, in interpreting music, catch the spirit of it, feel all its beauty, and forget the petty disturbances of human life. The philosophers of music think it occupies the superlative place of all fine arts because Nature gives the poet and painter his inspiration, while man creates music directly from his noblest feeling; therefore it is greater by so much as man made in the image of God is superior to the inanimate works of creation.

Music makes us yearn for truth and acts on the soul, painting on the intellect.

Looking back and seeing how potential have been the master works of Beethoven, Mozart, Hadyn, or Handel for the enlightenment of modern nations through music, it does not make us wonder at the ancient Chinese thinking it food fit for the gods. Even so recently as at the meeting of the Parliament of Religions the Japanese minister gave his welcome to us in song, a fact which proves that every nation recognizes its power over man's spiritual nature.

The psalms of David, elevating religion from its material form in early times, gave another expression to prayer; later, church music was introduced, and even to-day one may hear the psalms chanted in every Scottish kirk.

At the present time the Apollo Club, under Mr. Tomlin's direction, feel themselves greatly inspired and rested after singing Handel's Messiah. Martin Luther, the great reformer of the sixteenth century, said, "Besides theology, music is the only art capable of affording peace and joy of the heart like that induced by the study of the science of Divinity. All that is bad flees before the sound of music almost as much as before the word of God."

Music has led to many noble resolutions. You are all familiar with the story of the famous Italian composer and vocalist, Stradella, whose wonderful singing in an oratorio made such a profound impression on two assassins who had been hired to terminate the life of the distinguished artist, that they were moved to compassion. Such an incident illustrates how the wrath of man by the power of music was changed to loving kindness.

Music is not altogether a mechanical or technical art, but gives its followers a deeper understanding. It has also wonderful power to cheer and make the soul calm and peaceful.

Children singing together are lifted. All feel as one. Each learns the beauty of coöperation, and thus unconsciously begin to love and sympathize with one another; a great moral lesson which older people learn through trials.

Why is it that we have music at meetings, processions, dances, weddings, etc.? Why does a mother rock her babe to sleep with a gentle lullaby? Why does the sick boy gain new life by hearing the soothing notes of his mother's song? Because it intensifies us, refines us, gives to the soul new life, is to us as color is to flowers. It beautifies us.

Greater than all, it weans the people from low and debasing pleasures, and is a great help in self-reformation. It has the power of making us feel our littleness in contrast to the greatness of God; and the beauty, simplicity and purity of music, we may well say, should always be kept.

Henry Ward Beecher, who was among the most eloquent of preachers, admitted, "In singing you come into sympathy with the truth, as you perhaps never do under the preaching of the Word."

Works of art, literature and science are creations of the mind, but lessons in morals, duty and devotion have their origin in the soul. A knowledge of art, literature and science is necessary for man's enlightenment, but the student who seeks this knowledge must have something besides a broad intellect in order to gain his highest conceptions of his relations to his Creator, and the high life.

If, then, the bird singing joyfully at early dawn, the maiden swelling her notes while performing her task, and the gray-haired sire reverently joining the hymn at worship, are manifestations of progress in higher self—since only noble feeling can prompt them to sing—does not music prove as necessary an element to the elevated conditions of the soul as food to the building of the material body?

Perhaps there are yet many elements in this world that remain to be brought to light and developed to their full extent by the mind of man. Just so—

"The soul of music slumbers in the shell,
Till waked and kindled by the master's spell
And feeling hearts, touch them but rightly,
Pour a thousand melodies unheard before."

MARY ROTH,

18 Winthrop Place, Chicago.

As will be remembered, these little ones had *no pianos in their homes*, yet, in spite of every obstacle, at the end of six months they were playing as many children supposedly practising two hours a day, and at the end of this time demonstrated their work at the World's Fair, in the Woman's Building, and in the Children's Building, and later before the Amateur Musical Club, in private schools, etc. Since which time great advancement has been made, as in the time that was then necessary to master one scale, five or more, (according to the ability of the pupil) are now without difficulty perfectly comprehended and executed; consequently since more artistic results may be obtained by the simpler method, the truth that technical training is still in the ascendancy is to be deplored, as many composers and otherwise talented musicians are driven from their field of labor through failure to appreciate that virtuosity is not the most essential element in the development of musicianship.

The sensory disturbances due to immoderate piano practising are lamentable to contemplate, for much unnatural muscular force may be produced by emotional power and many mistake this elated emotional condition for natural strength, until suddenly the entire nervous system suffering under undue and unnatural nervous strain, succumbs to collapse.

Emotion in music is like electricity in the scientific world, and affords the same stimulus to the motor powers that electricity does to muscular movements, making them appear naturally active under the stimulus of electricity, though an entirely different kind of activity than that produced by natural normal strength.

And when the natural means of development upon which both health and happiness depend are disappearing in student life, it is well to consider the cause that is requiring the sacrifice, but unfortunately Nature in her plain speech is often disregarded, and thus are the tears upon children's faces, too often unheeded, being believed the result of unwillingness on the part of the child to learn its lesson, when in reality it is simply Nature rebelling against that which is injuring its vital forces.

Practising which necessitates more continuous mental effort than the immature, or even the mature, mind is capable of sustaining is practically useless, as it not only decreases vital energy, but cultivates a mechanical control of the muscles, instead of awakening that intelligent comprehension of music which is only possible when the mind is in a passive state.

Chicago, Ill.

MARY V. HAYES.

29

THE CIGARETTE EVIL AND THE SCHOOLS.

IT is only within the last five or six years that the habit of cigarette smoking has made its appearance among the boys of the public schools of Chicago, but during that brief period it has increased to such an extent that several thousand have become addicted to the habit, while the majority of these boys are so affected mentally and physically that they are unable to make further progress in their studies. That these are facts I am fully prepared to prove, not only through my own observation and the testimony of the boys themselves, but by the statements of many teachers, and of more than half of the principals of Chicago, who I am confident, are better able to judge of the effects of cigarette smoking on growing children than any other class of people—the parents not excepted.

As to my personal knowledge of the effects of this habit on school-boys. I have carefully observed it for the last three years, during which period at least 125 boys addicted to this habit have been at one time and another under my charge.

These boys smoked from *two to twenty* cigarettes a day, and not more than ten of them were able to keep pace with their class; yet nine-tenths belong to educated and intelligent families. Among these 125 boys were found nearly all of those pupils who were from *two to five years older than the average age of children for the grade*, as well as 90 per cent. of those boys hard to discipline, and *all* of those who were in the habit of playing truant.

An Anti-Tobacco Society was organized which most of the boys joined. From frank and friendly conversations with them many of their temptations and difficulties were made clear. Twenty-four stated that the reason they failed to learn their lessons was because most of the time they were too sleepy to study; thirty said they were always dizzy after smoking and did not feel like thinking; twenty-two could not write neatly because their hands trembled; several, to use their own words, felt shaky when they walked. A large number were unable to run any distance, some not more than a block, although before they began to smoke they could run as far and as fast as any one. Nearly all told me they had headaches constantly. With scarcely an exception they stated that they were unable to learn their lessons, though kept night after night for that purpose.

After a careful investigation of the cases of ten boys who were four or five years too old for their grades, I found that each one had begun school at six years of age and had made a grade or more a year up to the time he began smoking, when all progress stopped. Several of these boys had even dropped back a grade or two. A number of those who had joined the Anti-Tobacco Society succeeded in breaking off the habit entirely, and a few of them, formerly the poorest in their class, became the best. In answer to the question why, some of the following answers were given: "O, I can remember lots better now." "I can catch on to things quicker." "I don't get sleepy in school." "I don't have headaches any more." "I don't tremble so when I write." "I used to feel weak all the time." Those boys especially known for truancy gave

various reasons for it. Some stayed out of school because they could not get their lessons and did not want to stay after school to learn them. Others said they stayed away to smoke because they could not do without their cigarettes for even half a day. Still others ran away at recess for the same purpose. At such times they fell in company with older and often more vicious boys who enticed them into all sorts of mischief. Many were in the habit of going to cigar, stationary and drug stores where there were gambling machines into which they could put a penny or a nickel. This caused a deck of cards to circulate and those who got "a full hand" or a "flush," so the boys told me, could get twenty-five cigarettes or ten cigars. Sometimes they played for money instead of cigarettes, although they were not always permitted to receive the money. They also disclosed that they never spent a cent for fruit or candy. As one boy said! every nickel went for cigarettes. Some admitted that they overcharged their mothers for groceries. One boy worked in a store and kept out a few pennies every day. Still others resorted to methods quite as bad. All are positive that they would not have taken money for any other purpose. There are no words strong enough to condemn the methods of advertising employed by dealers in cigarettes. Buttons bearing not only the coarsest slang expressions, but in many instances vulgar and obscene sentences are given away with each package, and boys and girls are often seen wearing as many of these as they can secure. Another method is to send out a band-wagon containing not only a band but a man who has charge of thousands of packages of cigarettes. After the band has attracted a large procession of small boys, the man in the rear of the wagon throws out hundreds of packages which they carry off and smoke, many often learning in this way.

Wishing to obtain the consensus of opinion of the Chicago principals both as to the prevalence of the habit and its disastrous effects, and knowing that many had given the matter much careful attention, I sent a circular letter to every school in the city asking among other questions the following: (1)

the number of cigarette smokers in each school, (2) the number of those up to or above the average in scholarship, (3) the time usually required by a smoker to do a year's work, and (4) the effect of the habit, in the opinion of the principals, on the memory, mind, morals and health. Although replies were received from one hundred and fourteen schools, twenty of these gave no report, stating they were unable to determine the number addicted to the habit, even approximately. Of the ninety-four schools giving full replies, six reported no cigarette smoking, three having abolished the habit through anti-tobacco societies. From the eighty-eight remaining schools 400 occasional smokers and 2,402 addicted to the habit were reported with only 266 or 11 per cent. able to do the work of the class. Omitting the report of three schools which gave a total of 403 smokers with 150 up to grade, only 6 per cent. was able to do the work of the grade. As there are 235 schools in Chicago, including the high schools, and as 24 of these report 2,400 cigarette smokers, it is safe to say making a conservative estimate, that there are 5,000 cigarette smokers in the Chicago schools, not more than 400 of whom are able to advance with their class. Many principals expressed themselves as unable to say how long it takes a smoker to do a year's work, yet twenty were certain that it took a much longer time than for a non-smoker. Twenty-five were prepared to affirm that it took two years or longer, and twelve that smokers rarely or never made a grade. Here are some of the replies made to this question by principals who have given the subject special attention:

"Habitués never make a grade, after two or three years we pass them along."—*Agassiz School.*

"Few make the grade, we put them through in sixty or eighty weeks."—*Ellen Mitchell School.*

"They never make it decently, we let them go on at the end of two years."—*Burroughs School.*

"Usually the cigarette-smokers are pushed on on the plea of old age, not being promoted."—*Montefiore School.*

"Many fall out, many are mercifully allowed to go on; few accomplish the work well even in two years."—*Newberry School.*

"Two years at least, though many never deserve promotion but are put up because there is nothing else to do with them."—*O' Toole School.*

"He rarely makes a grade, he soon drops out of the school, a majority of them become truants and finally quit school altogether."—*Wells School.*

Only one principal among the 114 ventured the opinion that a cigarette-smoker could make a grade a year. Regarding the effect of this habit on the memory, mind, morals and health of boys, there was but one verdict, viz., that it was ruinous. In short the testimony on this point alone was so overwhelming that one need only to read it to become convinced of the enormity of the evil. Five hundred boys under ten years of age were reported as addicted to this habit, while 141 were still in the first grade. The principals were almost unanimous in agreeing that the effect on pupils in the first grade was much more disastrous than on those of higher grades, few ever reaching the second grade.

Sixty-seven grammar schools reported a total of 46 cigarette smokers who had graduated within the last two years on an average of 23 a year, that is, only one cigarette smoker out of three schools graduated in each year. There are few cigarette smokers in the seventh or eighth grades for the obvious reason that they never reach those grades.

As to the effect of the habit on high school boys, it is equally disastrous. The experiences of the high school principals proved that few boys who smoked before entering the high school ever got through the first two years. That smokers were seldom graduated and less often fit to do so. That the habit was fatal to good scholarship, impairing memory, blunting moral sense and destroying the physical health,

MARY DARROW OLSON.

Principal McCosh School, Chicago.

The Cigarette Evil and the Schools.

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CIRCULAR SENT TO VARIOUS SCHOOLS.

MCCOSH SCHOOL,
66th Street and Champlain Ave.,
Chicago.

Principal of.....School.

Will you do me so great a kindness as to give me the following information at your earliest convenience:

1. How many boys in your school are cigarette smokers?.....
2. How many of these are up to or above the average in scholarship?
.....
3. About how many are there under ten years of age who are addicted to the habit?.....
4. About how many in First Grade, and is the effect noticeably worse on those?.....
5. How many addicted to the habit in the Eighth Grade?.....
6. How many cigarette smokers have you graduated in the last two years?.....
7. Do your school stores sell cigarettes?.....
If not how do you prevent it?
8. What, in your experience, is the effect of cigarettes on the memory, the mind, the morals and the health of boys?.....
9. What remedy would you suggest for this evil?.....
10. How long does it usually take a cigarette-smoker to make a grade?.....

I shall be most grateful for any information or suggestions. Thanking you in advance, I am

Sincerely yours,

MARY DARROW OLSON.

20

"When you stepped on that gentleman's foot, Tommie, I hope you apologized."

"Oh yes; indeed I did," said Tommie, "and he gave me ten cents for being such a good boy."

"Did he? And what did you do then?"

"Stepped on the other and apologized, but it didn't work."—*Philadelphia Times*.

THE MOTOR AND SENSORY CHILD.

WHEN the subject of this article was first suggested to me, I felt very much like declining to attack it, for it is not a simple nor an easy one.

There is but little in the way of literature in this line of thought, and it lacks many of the qualities that make for popular interest, and if I become prosy and wearisome in my paper bear with me, as I have had to, with the authorities from whom I have gained my material.

That the theme itself must be an important one, is evidenced by the fact that a body of students like this department has it listed.—Personally it appeals to me as a physician, in that I know that anything that makes for the betterment of our understanding and treatment of the child brain and mind is of permanent import.

Again was it a cause of encouragement to feel that if I gave to the subject a reasonable amount of thought and investigation, I could not but be the gainer, and have my professional horizon widened by just that much.

Right here is as good a place as any to emphasize one of my most earnest and settled convictions, trite as I know it at this time to be, namely, that in the training, management and development of the child of to-day, lies the greater part of all that is hopeful, encouraging and uplifting for the America of the future. May I not however hint that there is room for caution and criticism as to the somewhat faddish enthusiasm with which child study is now being pursued. Is there not danger of the much investigated boy or girl, after being weighed, measured, examined and made prominent in many ways, of having their perspective as regards their relative position in the social problem distorted? Properly conducted, in this one direction lies hope and safety for the trying days that are to come to this Republic.

I took advantage of modern methods in collecting the data from which this paper is developed, by claiming for my

own use the results of work that had been done already. I wrote first to Dr. W. O. Krohn of the State University of Illinois at Champaign, he being one of the leading authorities on child study, and he gave me a list of papers and books that bear upon the subject in hand. You will be surprised to know that, an article in the November *Popular Science Monthly*, a little book by Halleck on the "Education of the Central Nervous System," published by Macmillan & Co., and an article by J. Mark Baldwin in the *Inland Educator* in the summer number of 1895, are as the doctor puts it, "the best information so far published." Remembering then that a long paper of this kind is a weariness to the flesh, I decided to concentrate my efforts in this article upon two parts of the subject. the mechanism of the nervous system, and the article by Professor Shaw in the *Popular Science Monthly*, the first being interesting, the latter happily instructive. We will begin the serious part of our investigation of the Motor and Sensory Child, by a short and as little technical as possible consideration of the nervous system of the child. In other words let us give a few moments to looking carefully at the machinery before we pass on to the results obtained by it.

Come with me first, riding on the magic carpet of your imagination, to the top floor of a mighty building in this heaving, throbbing, groaning city of Chicago. Stand with me before a long, high section of wood, the upper third completely covered with incandescent electric bulbs, the lower part with bright brass work and ramifying bits of wire.

Small plugs fitting snugly into their respective shoulders, shifting switches ready for the finger's touch, and many minor bits of mechanism too numerous to detail. Around you hear the incessant clicking of a thousand instruments,—listen closely, for it is the heart of the world beating its thunderous rythm.

Let us go behind this great switch board with the courteous and alert looking manager—Again a maze of metal wires, wires everywhere, and coiled at your feet like great serpents are sections of huge cables. Our manager taps hastily wire

after wire announcing "the New York, the New Orleans, the San Francisco," speaking of distant parts of the earth as though they were around the corner, why? Over hill, and valley, under mountain and sea, across pleasant corn lands and howling alkali plains are stretched the humming myriads of nerves that attach this ganglionic centre to many others. The world laughs in London, we smile in Chicago, the moans in Armenia and far-away Bombay stretch our heart-strings until they ache with the desolated ones. Why enlarge on the picture, you all know it, it is a centre of the world's telegraphic system!

Now leaving this marvel of magic intelligence and wondrous ingenuity, let us try to understand how a similar wonder of controlled forces is constantly going on right in your own body. Snugly packed away in its casket of bone, lies the human brain, and if you want to get a general notion of how it looks, glance at an animal's the next time you go to market. From this carefully protected center of all the so-called life phenomena, extending down the interior of the spinal column perhaps two-thirds of its length runs the spinal cord, perhaps as large as your ring finger, and tapering in shape, about seventeen inches long, and weighing a couple of ounces,—carefully cut it across with a keen knife and it will be seen to consist of two substances, white and gray in color. The white matter constitutes the greater part, the gray is in the center and somewhat resembles the letter H in shape. You would not know it by inspection, but the fact remains that this delicate cord is the analogue of the cable you saw in the telegraph office, the white matter being uncounted nerves, sheathed so as to keep them apart from one another, the gray center is made up of blood vessels, fine nerve fibres and motor cells. Springing from both back and front of this cord, as from back of our telegraphic switch board run thousands of nerves like tiniest spider webs. Winding, twisting, turning, they touch every portion of our bodies, ceaselessly carrying messages from our brain to the strange being we call ourselves, and hurrying back to the same source with our commands and

desires. We call this the cerebro-spinal system, and it is of surpassing interest to us, because when it is in good working order, it is the system over which we have control to a certain extent.

There is still another system, called the sympathetic or organic system, which controls all the functions of nutrition, or of vegetable life, whereby we are born, live, and when it stops work, die, without having a word to say in the matter. There is of course an intimate connection between the two systems, a toothache can cause a Shakespeare to wonder why he was born.

"Aside from the nerves possessing special properties, for instance sight, hearing, smell, taste, and according to some physiologists, nerves of touch, temperature, nerves of weight and muscular nerves, the cerebro-spinal nerves present two kinds of fibres.

- (1) Centrifugal or motor fibres.
- (2) Centripetal or sensory fibres.

The motor fibres conduct impulses from the brain centers to the muscles and excite muscular action, and we do things, we walk, work, eat, write, read, play. The sensory fibres conduct impressions from the periphery to the brain centers, by which we appreciate ordinary sensations, or pain." Prof. Flint, from whom I have been quoting, says that an unknown force sends its impulses from our brain centers to the outer world by way of the motor nerves, for which information we are thankful, but the secret of what life is, is among the everlasting unknowables.

If you will find accidentally or purposely, what the anatomists call the olecranon process, and you call your funny bone, and will smite it sharply you will know exactly how the sensory nerves act.

Now having hastily glanced at the mechanism of the nervous system, let us try and discover wherein our knowledge of it can be of service in our main work of developing the child into a satisfactory citizen. Right here is where the scientific pedagogist could introduce a number of reflections,

analogies and conclusions that would put you to sleep in ten minutes.

I will however call to my aid, the article in the November *Popular Science Monthly* for 1896, and with Prof. Shaw's kindly help, look at the matter from the point of view of the doctor who wants men and women healthy, and the teacher who wants them properly educated.

The study of the nervous mechanism in its relation to the processes of education, has called attention to the ideas advanced by two educators of the last century, Messrs. Baesdow and Heusinger. Basedow seems to have been among the first who looking beneath the surface of the conventional way of teaching children, became impressed with the notion that study that was conducted under conditions of rigid discipline, and that held the ever ready rod over the student's head, might not be the kind productive of the best results. He reversed the usual order of things, and instead of looking at a roomful of children as an unruly tribe of young savages that must be made to learn and be compelled to sit still while so doing, he changed the point of view.

He perceived a number of growing, restless, busy, stirring children, who while having brains, ready and hungry for knowledge, were possessed of physical organizations quivering with life and vitality and surcharged with unemployed energy. He saw that those who were teachers were neglecting a wonderful aid to helpfulness in not appropriating this channel of superabundant enthusiasm through which to lead the children into the greater depths of a complete education. His theory was a just and reasonable one, for many a man and woman can lay good claim for damaged health and impaired mental growth to the lack of appreciation on the part of their parents, teachers and physicians to this now well recognized fact.

The child mind can always be led, can often be driven, but which method think you produces the best and highest results?

The obscure Heusinger saw most clearly that which for many years has been so greatly obscured, and so little utilized,

namely, that young children when awake are eternally and everlastingly busy. Throughout the ages mothers and doctors have been, and to-day are, promptly suspicious of a child who mopes or is not doing something. Very often the first indication of oncoming disease is a checking of these motor activities.

I realize of course that many of my readers were often not busy, in the strict sense of the word, at all times when children, but spent much time over their catechisms; and the lessons for their kind teachers on the coming Sunday, or passed many moments in planning how to help their tired mothers. I can tell you now however, that your commendable behavior was the cause of much worry to your elders, who were certain that you had been at the cookie jar or mince pie crock, or were coming down with the mumps or measles. Have you not often been told with a sort of suppressed pride of the number of pair of shoes that Willie uses up, and of the socks, trousers and hats that suffer shipwreck? All to the effect that the sprightly boy or girl while ruining his father financially, is just a little the smartest and brightest child in the block.

How quick we are to infer that a boy or girl with alert motor nerves is apt to have their sensory nerves in fine working order, and give much promise for the future.

The name of Froebel brings with it pleasant visions of the gentle teacher, with his galloping, smiling, happy brood, as they sing their songs, weave their grasses, and pat their clay into vivid shapes in the green fields of thoughtful Germany.

Remembering now the tireless activity of healthful childhood, recalling in passing the kickings, thrustings and squirmings of even newly born babies, we note a class of movements known as impulsive, that is they are not set in motion by outside stimuli, but are the resultant of an overflow of stored nervous energy. A special point is made by Dr. Shaw of the fact, that when cells become filled with energy they must discharge.

Following on the heels of these impulsive movements, and indeed accompanying them are what is known as reflex movements, which means that some cause outside of a child's organization sets in motion its motor activities. Sounds, colors, scents, and objects animate and inanimate will stir the child's activities in many ways, causing reflex movement, and it is to be remembered that they together with the impulsive movements occur without premeditation on the child's part.

Following impulsive and reflex movements, and a distinct advance upon them come the instinctive, which enter into the child consciousness having a definite purpose, although the end attained is not thought of.

Through the constant repetition of the previous class of movements, filled as they are with energy and motion, carrying as they must impressions of pain or pleasure, are slowly formed motor ideas, without which no deliberate or voluntary movements are possible.

Gradually through these motor ideas the child begins to represent to himself some end to be obtained or avoided, and the controlling all powerful will through this the motor side of the child's nature develops. We must not however lose sight of the fact that there is blended or associated with these motor acts, sensations brought by the eye, ear, touch, taste, etc.

The motor and sensory functions are developed by and with each other, the ideas resulting therefrom are motor-sensory ideas, and as such are largely to be taken into account in the production of mental development. Much of the article from which I secured assistance in preparing this paper was dry as Jonah's gourd, and I fear that if I keep on much longer in this strain I will have you gasping for breath, but I can assure you that being entertained by a popular and interesting lecture is one thing, and serious child-study, as it is now understood is another story, as Kipling says. I can easily imagine how mothers and teachers can go to their bright-eyed, sweet-faced little charges and wonder amazedly how such dainty little things could provoke such dry-as-dust essays, papers and books. But the fact remains, and the spirit of the

age is one of microscopical analysis and most careful mental dissection.

Ideas of time, place and position are motor, and ideas of form involve more of motor impressions than they do of optical. This statement is dogmatic on the part of Prof. Shaw, but it will set you to thinking no bad things of itself.

An idea that is to become a fixed notion, and is to take a fixed place in our lives as part of them and to have daily or hourly expressions, must carry with it a sense of mental satisfaction, and must not leave us in doubt as to what its active expression will lead to.

Some things we remember without an effort, for they are things that we have done so often that the desire to recall their expression costs us no strain, or there are so many associations or sensations accompanying them, that we are never at a loss for a clue to their proper performance.

You can now understand why so much value is attributed to paper-folding, drawing, coloring, clay modelling and the like. The child is constantly handling, comparing, determining for himself, his motor activities and predilections are fully satisfied, and he is being instructed along the line of least resistance, as against the older method of suppression and forced memorizing.

Manual training schools are another resultant of this later appreciation of the use of the motor faculties in teaching, and are only kindergartens of a larger growth, there being much yet to be learned as to how best to conduct them. By the time a boy or girl has handled a try-square and a foot rule a few dozens of times, they will have a clearer idea of dimensions and fractions than many an hour over tables and rules could teach them.

Thirty-five years ago object lessons were strongly advocated in this country, and brought much of satisfaction and delight to the pupils who could handle, compare and examine the various materials and appliances used. Nowadays nature studies and practical science work, with many evidences of their need and promise, such as were displayed in this city last

summer vacation, have taken a firm hold on circles educational. All work of this kind is conspicuous for the demand it makes upon the motor nerves, and the eagerness with which every such opportunity is seized upon by healthy children, demonstrates their keenness of appreciation. Perhaps the dominant feature of this recognition of the great *importance of employing the motor activities in the acquiring of knowledge lies in the pleasure that their use carries with it.* Pleasurable sensations are long remembered and cherished and an effort is always made to forget disagreeable happenings.

No stronger ally can be found then, than one that will carry with it the feeling of enjoyment, and Shakespeare's crawling schoolboy will be a metaphor that the children of the near future will fail to understand.

Now then for a little of the practical side of all this motor and sensory subject. As I take it the proper exploiting of the motor forces does not imply that we are to copy the methods of the schools of the Orient where a mob of boys (girls don't count you know, not having souls) shriek out verses of the Koran, to the swaying of their flea-bespangled bodies. As it is well put by Prof. Shaw, orderly activity, not license, is what is demanded, in brief, *educative activity.*

In many ways and places. and in the study of many topics there will be found opportunities for teachers to display their inventive and versatile talents, in properly guiding the motor forces always present in the vigorous young natures before them. Large results are certain to follow well directed effort, and children can leave a well spent day at school behind them, with little or no sense of the fatigue now so common.

To still further crystalize in your minds the thoughts that I have so imperfectly presented, let me give you a short resumé of one form of the practical employment of the motor element as observed by Dr. Shaw in his travels; he says:

Perhaps the most difficult of all subjects is in teaching reading to a class of beginners. I got my first suggestion in this particular from a visit to a little *Dorf* school in Germany. What I saw appealed to me as a simple and at the same time

remarkable application of a principle I have tried to give exposition to in this paper.

I doubt whether the kind, genial school-master had ever read Heusinger's essays, or had ever heard his name. I do not think he himself appreciated how scientific, how in accord with the best knowledge of to-day the lesson he gave in reading to the lowest class including a little lad of five, really was. The spirit of that little village school, the work, and the relations between teacher and pupils were most beautiful and ideal. In three visits to Germany I never saw any school comparable with it. Instruction by orderly activity and much of it, was the aim. The lesson was but five words, the time given but five minutes, when the class was sent to another table and took up number work.—The letters of the word, for instance H A T were printed on bits of card perhaps $2\frac{1}{2}$ inches long, these being placed in a shallow trough of the black board in proper order.

Each pupil when called on made a vigorous striking gesture as he pointed at each letter giving at the same time the sound. Each letter being sounded he gave another sweeping gesture from left to right as if to blend them all into a living word. Then the class in concert did the same. Sometimes the master would tip the letters of a word over on the floor and direct one of the pupils to pick them up and properly rearrange them; or he would take the cards and mix them up and then order them back into the trough in a correct manner.

Much more might be quoted but you will catch the notion from the preceding sketch, and allusions to methods used in a lately organized Heusinger school, in which writing words and sentences on different black boards would prove of interest did time permit.

Particular stress is laid upon the fact that during the child's first school year he is kept in his seat less than one-fourth of the time, and sharp comment is made as to the danger and drawback to the employment of motor energy the desk may prove to be.

As suggested early in this paper Arithmetic is a subject the study of which presents large opportunities for the employment of the motor energies, and the claim is made that nearly the whole branch may be taught through manual training exercises. Besides metal and handworking, paper and cardboard admit of tridimensional constructions in great variety, the floor and the conventional blackboard can be made to help out in developing the methods above suggested. Scales and weights, measuring, buying and selling should all have their place in the scheme of instruction. Many other adjuncts are spoken of and enlarged upon by the writer to whom I am so much indebted, but the hint given must suffice.

Now a word and I am done, I have left the hygienic and physiological side of the subject more or less alone, but have still tried to have you understand that the physicians of to-day are more than ever before interested in all that has to do with proper child study and development. I have perhaps in my double capacity of a citizen and physician been able to give you a glimpse of the scope and sweep of this subject of the motor and sensory child, how as we study the theme, the horizon is ever widening, ever receding, but always interesting.

If new lines of work can be proposed that will bring into active use, not only the motor activities of pupils and teachers, but will wake up those of lazy or indifferent parents much will be accomplished by the consideration of the subject.

A crying evil of these busy days is that fathers and mothers seem to think that they can get rid of their obvious duties as educators by buying, either through taxes or pew rents, the interest of professional or volunteer teachers in their children. If then out of this great interest in child study and child life, can come a revivifying of lazy parents, indifferent doctors and selfish legislators, the breeding of glorious citizens of a future magnificent republic will have been begun. Believe me the times are fraught with peril, revolution is in the air, the carrion of the under world scent blood in the wind, and

your children snuff into their lives, nay into their very souls, an atmosphere of greed and self aggrandizement.

Let us then, mothers, teachers, physicians, citizens, do what we can to create an atmosphere fit for the childish images of the most high God to breathe in.

JOHN E. BEEBE, M. D.

1758 York Place, Chicago.

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"Bobby, stop. Why are you hitting Jimmy?"

"Coz—he's prayin' fer snow when I've just got my new skates."

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"Dickie, do you want a gun for a birthday present, or a box of candy?"

"Better gimme the gun, mamma; I can have that all to myself."

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Hast thou named all the birds without a gun?

O! be my friend and teach me to be thine.—*Emerson.*

"Punishment, if used—it is never inflicted—should merely call attention promptly and sharply to the fact that there is authority with power behind it. There has been and still is in many homes and schools, so much abusive corporal punishment, with no regard to the age of the child or the conditions of its use, that it were better to go, root and branch, than that its roots should be tolerated. It has no more place in the hands of inconsiderate and unintelligent parents or teachers than firearms in the hands of reckless youth, inexperienced in their use. A child of eight should be as accustomed to obey as he was to eat and sleep at his appointed time at two years of age. Any child's future is jeopardized who has not acquired the art of cheerful obedience at eight years of age.—

Journal of Education.

**A STUDY IN APPLYING A PEDAGOGICAL LAW:
"THE WHOLE BEFORE THE PART."**

A LAW is not a prescription externally applied to a process or movement. A law as a working principle must be a general, and is never a recipe committed to be followed. As a general, a principle is comprehended only in the light of the particulars which are products of this general. As a generalization, (a mental formula) the principle is the product of the examination of the particulars. It requires a comprehension of both these relations to apply a law. Thus, to apply the above stated principle, it is necessary; (1) to comprehend the law of differentiation and correlation, in short, generalization; (2) to comprehend the particulars. "whole" and "part."

It requires more care and insight to determine "whole" and "part" than to understand the general law of specialization. What is a *whole*? What kind of a whole is meant when pedagogy uses this term in this law?

"All are parts of one stupendous whole,
Whose body, nature is; and God, the soul."

Yet, the mind may by attention, focalize consciousness upon a *part* as a basis of reference for observing a subordinate part, and thus think of the first part as a whole. Thus, a whole, is in reality, a mental "somewhat" preceding analysis. At all times the mind thinks the *whole* is analysis, because the idea of *part* presupposes a *whole*. Webster says, "When we use the word *whole*, we refer to a thing as made of parts, none of which are wanting."

I have no disposition to defend any pedagogical principle for its own sake; but, in this day of inductive sciences, we need to carefully inspect every fact admitted into our class for generalization. "The only legitimate method, then, is to consider all the facts" is a very extravagant direction. A study of the jelly of a frog egg gives us a fine example of angle of refraction; yet, what wise teacher would use this fact to teach the generalization "angle?"

A mechanical view of a mechanical process, sees whole grow out of parts; i. e. a whole chair is made by putting together the parts. *A pedagogical view, which views the mind in action, sees every part grow out of a whole.* This is true in making a chair. The act of making a part, is determined and follows because of thinking of the whole chair. This is just as true of calisthenic process as of any other.

In an article in the March MONTHLY entitled "Two Pedagogical Laws," a special interpretation of the law "From Whole to Part" is ascribed to Kindergartners as drawn from "physiological sources," with an anatomical application following. This pedagogical principle was formulated as a *law of mind movement*, before men were in the habit of establishing(?) laws in one kingdom by analogy to a fact in another. Rather, this article applies this pedagogical law to a physiological process without insight into what constitutes a physiological whole and part.

Kindergartners who understand Froebel's law of unity would certainly make no such interpretation, and yet many kindergartners and primary teachers may blunder through a mechanical application of a mental law. *This comes from superficial interpretation of facts, quite as often as from "hasty conclusions" or generalization.* Indeed, the "hasty conclusions" are made because of specialized views of facts.

Let us examine the facts by which this pedagogical law is reversed. To avoid extending this article, let me state the two general errors in the inductive argument:

(1) Viewed by the laws governing induction, the most serious error was the effort to generalize a law of *voluntary control or specialization* by citing examples of reflex and instinctive acts. This may have occurred from having classified diaphragm, vocal apparatus, digital muscles, and face muscles as special muscles. It looks more like classing these "special" because of the argument.

(2) The second error is of the same nature. What might be considered an anatomical whole—the arm, was confounded with the physiological process,—motion. While we

might consider the hand, anatomically a part of the arm, the movement of the hand is no part of the "whole arm movement."

First fact cited:—par. 3, page 610, "Before a child is an hour old, it can grasp a stick with both arms with such firmness as to be lifted up by the stick." "Here is a high degree of development of special muscles."

Both of above mentioned errors are present in this example.

(1) This grasping movement is a reflex mass movement. On what grounds are the muscles making this hand movement classified as "special." Is it on the basis that they are reflex? Then the physiologists classify it otherwise. All physiological psychologists teach that controlled movements of all kinds are specialized forms of reflex acts; that is, these muscles are connected with the motor centers in the cortex. This movement is specialized by being produced from consciousness, or may be specialized also, by habit. The baby cannot make a specialized movement of the muscles by which he grasped the finger or stick, by making any other movement, or by making this movement from intention, or by moving one finger, or by coordinating thumb and finger. According to Mrs. Hall in December MONTHLY, page 395, the thumb was inside the clinched hand until the seventeenth day. The index finger was used in a specialized way on the 264th day. Before that time, the child pointed with the whole hand.

Again, the "reflex arc" by which this hand movement was made is no part of the "arc" by which the arm movements are made. In the paragraph above quoted, it is stated that "the muscles which move the fingers are far more developed at this stage than the muscles that control the whole arm." Suppose this is true, it has no bearing on the question of whole and part. The hand movement is a *whole*. The arm movement is a *whole*. The hand movement has no relation to the whole arm movement. The whole arm movement is much more "special" (using this writer's terminology) than the hand movement because it is less a reflex movement, and is a more highly coordinated movement. In the act of grasping,

the hand made the only movement it could make, and made it *en masse*. In the movement of the arm from the shoulder or elbow, many movements are possible; therefore the movement from these joints requires more control and specialization than does the grasping movement of the hand.

"From part to whole" would require the baby to begin this hand movement with the movement of a single finger. Any controlled motion is a part of a series of movements. This series includes:—the idea of movement, the motive, the coordination of extensor and flexor muscles, etc. Thus the so-called "whole" arm movement is a specialized movement and the so-called "special" movement is a "whole" movement.

The same fallacies appear in the rest of the examples and need not be further discussed.

C. E. RUGH,
Clarion, Pa. State Normal.

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EYE STRAIN IN THE PRIMARY SUNDAY SCHOOL CLASS

BEFORE we introduce sewing-cards into our Sunday-school primary classes, let us seriously consider one or two questions for it is possible that our children's eyes need complete rest on Sunday. We have nothing to fear from the use of books and papers, for our children are too young to study, but a strain, serious and certain is bound to result from the use of these new and complicated sewing-cards, in which are perforated anywhere from ninety to one hundred tiny holes, into which the child must thrust his needle, watching closely the while, for his inexperienced fingers must make several trials at each hole. Let the teacher, as a matter of experiment, put a needle slowly into three hundred pin-pricks, on a white card covered with black lines; she will find that "it hurts," and that there is "a tired place in the back of her neck," as the children express it.

Possibly there may be no harm in giving out these cards on Sunday, but let us ask what are the children doing in school all the week? Taking up at random a secular school magazine, I find advertised on its cover a set of sewing-cards, fifty in a set, which, so says the advertisement, "will not hurt the eyes." There are several sets, no doubt carefully graded, and arranged by a professional teacher, who has made tests of her children's vision in school. Now it strikes me that our "Bible sewing-cards" are not built on that plan, are not carefully designed to save the children's eyes. Another thought: these secular cards probably contain anywhere from one hundred to one hundred and fifty holes, and this is a small estimate; now when we consider that there are fifty in a set, and several sets, let us think twice before we give our children more of the same occupation on Sunday.

In many secular kindergartens, sewing-cards and all the gifts and occupations, are now made on a large scale, to save eye and muscle strain, and nerve weariness altogether. We in Sunday school following way behind in the matter of pedagogics, have caught at the idea that sewing-cards are pleasing to the children, but we have not followed closely enough to see that since the days of child study, and since these tests of vision have become part of the secular teacher's duty, old designs and appliances are either remodeled or ruled out altogether.

We cannot take up a secular educational journal without reading of experiments, investigations, or reports concerning this matter of eye strain. Let us note a test of vision which is reported by Superintendent Whitney in the April (1896) number of "Education" (Kasson & Palmer, 50 Bromfield St., Boston). "As a result," he says, "out of five thousand pupils whose eyes were tested, an average of between fifty and sixty per cent. were found with impaired sight."

JULIA E. PECK,
In Sunday School Times.

CHILDREN ARE NOT LITTLE MEN AND WOMEN.

ONE day during last vacation, not having much to do, I thought I would go fishing. As I had no bait I went to a pond to get a few frogs. On nearing the water, I heard a mother frog talking to her child. Not knowing much of the educational system of Frog-land, I decided to stop and learn what I could.

Mrs. Frog was standing on a clod just out of the water, and little Tadpole was swimming near by. It seems some conversation had gone on before I came up, so the first words I heard were: "What makes you swim around that way? Your father never does that. Why don't you come upon dry land as your father and mother do? Why will you persist in wriggling your tail that way? Your mother never does that!"

Poor little Tadpole seemed confused, but went on swimming.

I thought this resembled our ways so much, that I had better give up fishing for that day, and study education in Frog-land.

Mother frog occupied herself a few moments and then began: "Now just try to come up here where your father and mother live, and, at least spend part of your time acting as older people do." Little Tadpole thought this would be nice, and so left the water and crept upon dry land. But somehow he could not breathe so easily, his nerves did not seem so strong, his skin began to lose its freshness, he began to look like a little old frog—all seemed unnatural.

Mother Frog noticed this but thought it Tadpole's fault. "Why don't you breathe as we do," said she "You don't seem to try to breathe through your lungs, but just use your gills all the time. If you would stop looking at the clouds and the flowers, and become interested in useful things, we would get along so much better. You could do lots to help me if you would only put your mind to it, but you are so careless, you drop so many things and break so many things that

I am afraid to let you handle anything. There, don't you see that you are going to drop that bug you have in your hand."

A frog Philosopher came along just then, and hearing this last remark said, "Mrs. Frog, that is the natural way for your child to do. God intended it so, or he would have had our children develop along another line. In place of trying to get the child interested in what interests you, if you will find what interests your child and furnish him a healthful, happy surrounding in that your child will grow to be all you can ask.

"But," said Mrs. Frog, "there are Mrs. Whiteside's children not half so old as mine, and they are perfect little men and women. They can do anything as well as their mother."

"Ah, replied the philosopher, Mrs. Whiteside has made of her children little machines as near perfect as they will ever be. Your children have larger, stronger, fresher bodies to develop, and that must take time. Your neighbor's children have little narrow, shriveled minds and bodies and so appear developed sooner. To develop clear, broad, deep minds, children must not be overworked, must be well fed and must have time.

"Normal, healthy children grow until they are about twenty-three, and their brains grow until they are thirty-three. Children's muscles are not so accurate and firm as ours. They develop from the brain outward. That is they are active at the shoulder first, then at the elbow, and then at the wrist and hand. Your child is not old enough to have accurate hands yet, so it is natural for children at that age to drop things. You complain of your child's twisting and wriggling around so much. Don't you know that a normal healthy child is never still a minute, except during sleep.

"As for that wandering mind, watching the clouds, the sky, the flowers, etc.; you know certain parts of the brain have certain senses to control. A child has a very few years to educate these centers of smell, taste, touch, sight and hearing, yet if educated, how much they add to one's life! This

world holds so much more for the person who is able to receive it. You may be surprised to hear it, but much of our finest literature, especially poetry, cannot be felt and enjoyed by many of us because of our untrained senses."

"Children have special periods of growth. During the time of most rapid growth they are weaker mentally and physically, and correspondingly inaccurate in thought and movements. Between the years eight and nine and again between thirteen and fifteen, it is a natural impossibility for a child to do very much or very accurate work. If such work is forced upon them, they must pay for it, by shattered nerves and premature old age. These are not theories, Mrs. Frog, these are facts, and to disregard them is barbarism." Saying this the philosopher passed on, leaving Mrs. Frog a more thoughtful if not a wiser woman.

A. D. CROMWELL,

Professor of Pedagogy, Humboldt College.

Humboldt, Iowa.

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" When them lazy days in summer cum,
A feller gets to wishin'
He could be a boy agin an'
Just go out a-fishin'."

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The State Normal Monthly of Emporia, Kansas, one of our exchanges, recently called *THE MONTHLY* to order—so to speak, for neglect to give proper credit for two or three notes clipped from it, which appeared in our February number. The oversight is regretted and we won't do so any more—that is, unless it happens again that the proof reader is a hundred miles away from either editor, and both the editors are sick, and the printers are on a t—, well, *The State Normal Monthly* is frequently very inviting to our scissors editor, and we "didn't mean to," anyway.

DEPARTMENT OF RESEARCH.

A PRACTICAL CHILD-STUDY.

A RECENT number of a metropolitan school journal devote half its editorial page to a thinly veiled diatribe against "scientific" child-study, with the adjective discreetly and ironically enclosed in quotation marks.

"Child-study may be of extreme value, but is it likely to be?"

"Let those who pursue child-study aim at something!"

"The greatest danger of the present wide-spread interest in child-study,—"

"Speaking of mistaken views in child-study, it will be well to repeat a suggestion of ours made three years ago,—"
are samples of phrases skillfully woven into what purports to be candid and judicial editorial discussion of a department of pedagogical research in which teachers are just now, perhaps, more interested than any other.

Quite in contrast was the refreshing candor of one of our Western editors, who frankly announced his continued belief that "in so far as this doctrine is new it is not true, and so far as it is true, it is not new,—except in the superior emphasis it gives to some of the old-fashioned doctrines which have not been emphasized heretofore." Although this view is to be respected for its directness, I yet prefer to think with Stanley Hall that "with Child-Study evolution enters for the first time into the realms of the human soul; we pass out of the body into the mind, and we stand to-day, just at the dawn of an epoch as important as that marked by Darwin."

Certainly it is true that the child has always been studied. But the movement called "Child-study" is nevertheless *new*, at least to the extent that it is a variation in the general method. The child *has* been studied with a view to adapting him—in school, to a "course," and after school to a social

order. He is *being* studied with a view to observing him as he *is*. Dr. Dewey puts it, "Psychology, baffled, working on a purely formal basis, betakes itself to the beginnings, to the germs."

It may be considered a rather violent assumption to call what follows "a study." It might be difficult to classify it under any "method." Yet it is a record of an attempt to see what a class of children was actually thinking, rather than to ascertain what particular facts they were remembering. If it illustrates any principle, it is that children should not be allowed to know when they are "subjects" of study.

The class is in the ninth grade. They had been studying the government of Illinois about twelve weeks, and were getting to know something of its practical workings. I chose to teach them by a sort of laboratory method. And I may remark, in passing, that I was surprised at the facility with which, by the help of an old journal of a former session of the General Assembly, they picked up the forms and methods of procedure, and made play of what is often obscure and meaningless jargon. To illustrate, let me read a page from their mimic journal:—

MONDAY, FEB. 9, 1897. 2:45 P. M.

The House met pursuant to adjournment.

The Speaker in the chair.

The journal of Wednesday, Feb. 3, was read and approved.

The House proceeding upon the order of reports from standing committees, Representative Danforth, Chairman of the Committee on Education, made the following report:

To the Honorable, the Speaker of the House of Representatives:

The Committee on Education, to whom was referred House Bill No. 1, being a bill for "An Act to repeal an Act to require the United States flag to be placed upon all public buildings in Illinois, or upon a flag pole erected within the school grounds surrounding such school buildings," respectfully begs leave to report the same back and recommend that it do not pass.

Representative Wright moved that the report of the committee be not adopted.

The motion prevailed and the bill was ordered to first reading.

Representative Hopper then moved that the House do now adjourn.

The motion prevailed, and

The House adjourned."

The bill alluded to in the day's journal just read was the first introduced. Others came later, for these young representatives soon caught the mania for introducing bills, just as

their elders who go to Springfield do. One introduced a bill to lengthen the course of study in the Reform School at Pontiac, from five grades to eight; another a bill to provide for the safety of coal miners; to prohibit people from walking or driving upon the the railroad track; to abolish the giving or taking of help in the Class of 1900 (at examinations;) to amend the school law by providing that Township Boards of Education when acting as directors in accordance with section 41, should not be permitted to prescribe algebra as a study in the high school course. This last was not intended as a joke any more than are some of the queer proposals in the real legislature. The representative, too, who introduced a bill for an act providing for a fine of 5 cents, to be collected and paid into the class treasury by each tardy scholar, was in earnest, although she herself is or was the chronic tardy one of the class.

When "House Bill No. 1" reached the stage of second reading, all sorts of amendments were proposed, most of them going to the merits of the bill it was proposed to repeal. Of course all except the amendment proposing to "strike out the enacting clause" had to be ruled out. The young representatives were keen enough to see that this amendment went to the life of the bill and proceeded to discuss it accordingly. Some thought it out of order, but it was pointed out that it was then or never for those who favored the bill, if its opponents happened to be in the majority. Nearly every member had a speech to make, and so a general "leave to print" had to be granted. So, in place of the answers to ten questions, which we variously term an "examination," or a "test," or a "written review," according to our skill in casuistry, or stage of evolution, "as you like it," each member of the mimic "House" wrote and filed his remarks.

Now, in our city we do not observe the flag law. But we do have certain flag days, and I had noticed that it was impossible to forget one of them without a "rebuke," so I had some curiosity to see just what was in their minds in regard to this freak of legislation, and also, if I could do so incidentally, so that the expression would be genuine, I wished to see

their notions upon the general duty of obedience to Law because it *is* Law. This is what constitutes my "Study."

Here are some illustrations of their arguments for the amendment and against the Bill:

"I would like to know what good a law is that people do not obey?"

"When the scholars see and handle the flag every day, they forget what the flag stands for!"

"It would become a common object."

"How many would have noticed the flag last Friday, (Lincoln's birthday) if it had been floating every day?"

Then the usual wail of the "tax-payer:" "People of Illinois do not want to be taxed to buy flags every year."

Or, "Then, again, the expense must be taken into consideration." Nearly all the friends of the bill had caught this infection. One of the girls, however, stated very explicitly that this was not what was the matter with her. "My friends," she said. "I do not favor the amendment, but it is *not* because of the expense it would be, for we can afford it to wave it to show the true love for our country and her rich emblem, and we can easier sacrifice our money than they did their lives for their country, but when we want to show her beauty we put her aloft on a pole on the anniversary of our noted men who now slumber beneath the sod."

"A torn, ragged, dirty flag adds no beauty to a school house, neither does it show any respect for it;" and "It is better to see a clean flag once in a while than a dirty flag every day."

Some of their ideas in regard to the enforcement of law were of interest to me. "We should not have a law that is not enforced, as it tends to weaken other laws."

"The law will be very hard to enforce because the people are against it."

"When the populace do not want a law, why should it be forced upon them? Is that Democracy?"

"Obedience to an unjust law weakens the public opinion of law. This law is unjust because it forces a great expenditure upon the people with little or no benefits."

"We are fined for breaking a good law, and I don't recall anyone being fined for breaking this law."

One of the most thoughtful boys in the class, a little older than the average, said: "Patriotism cannot be made by force. The flag may give a blind patriotism, but blind patriotism is dangerous and may keep a nation under the hands of tyrants. But patriotism based upon a knowledge of our government is right and should be developed."

So much for the twelve boys who voted against the amendment and for the bill.

Of the seventeen girls who voted the same way, nine said "I think it would be tiresome or common; three said it would become dirty; five referred to the expense; four asked of what use is a law that we do not obey? Six said a law that is not obeyed makes us careless of all law, or is not a good law; five said "how it stirs the heart to see the flag on great days," or words to that effect; and another five said "How different the feeling when we see a rag that was once a flag!" One said "Our forefathers did not have the flag!" Another that "patriotism cannot be forced upon a child." The last speaker capped the climax with the following choice bit of invective:

"Is the law good?

I say it is *not*.

In the very first place, its very bad grammar stares us in the face!"

Only three boys spoke against the bill, and in favor of striking out the enacting clause.

One said: "A good flag on the school-house should be an inspiration to the scholars."

Another said: "People who are afraid to spend a few dollars for a flag are not the best class of American citizens."

The third spoke in rather a lachrymose vein. He said: "It was very much trouble to get our flag, why not honor it? If the old soldiers were to see the stars and stripes floating

every day, it would bring tears to their eyes, and they would think of the struggle they had and how the flag went bravely through!"

Seven girls voted for the amendment and against the Bill. Among their reasons were the following:

"I am sure it shows our loyalty to—
our love for—
our reverence for— or

that we honor our country, to have the flag floated over all public and school buildings.

Two were evidently co-laborers as well as of the same way of thinking, for they said in almost identical words: "And if there were honored men living *now* as in times past, they would like to have the flag float over all public buildings.

"Lincoln and Washington were great men, but the constitution of the United States is greater, and the flag should be raised every day in honor of it, just as much as in honor of Washington and Lincoln."

"I like to see such patriotism, and the best place to show it is at school. I think if we are the right kind of citizens we won't get tired of seeing the flag."

"Do you not think that knowing they are under the flag would prevent the defacing of public buildings? The flag is the emblem of liberty. The public buildings are for the people over whom this flag floats: ought it not to have their ensign to mark it?"

"Some put up an argument that a torn, shattered flag, looks badly, but they do not see in the law where it says that the flag need not be raised on days that will prove destructive to the flag."

"The next point is a sharp one, and the following which is the last, is a good one, if well taken.

"The taxes would not hurt us, and especially those people who spend their money for rum, tobacco, and such things."

Finally: "I think when we see our flag floating from the building it makes us feel *happier*, and more like *working* during the day."

Upon the question of the duty of obeying law because it is the law, there seemed to be but a single mind.

"I do not see what laws are for if they are not to be obeyed. I believe in obeying this law, as it is in effect now. I believe in obeying *all* laws. I think the law should be obeyed, even if it doesn't suit everybody. Even though the law is not a good one, it should be obeyed while it is the law. It should be obeyed because *it is the law*," are some of the expressions used.

"When a government is unjust it shall not long endure. I think it best to endure an unjust law for a time, but when many unjust laws are piled up on us, I think it best to overthrow the unjust law if possible, and if not, revolt, if it is a general grievance, and move away if it is a private grievance."

One referred to General Grant, quoting him as follows: "I believe we should obey the law as it is, until it is repealed, for it would soon show how bad it was and then it would be repealed."

The enacting clause was not stricken out. The bill was engrossed, and upon third reading passed by exactly two-thirds vote. The minority tried hard to get one more vote, for they had studied out what might happen if they could catch the majority napping.

But it appeared afterward that the majority would have known what to do in case the minority had succeeded in getting one more than a third of the votes, which satisfied me that so far as "practical workings" of government are concerned these young citizens know as much as children need to know.

I believe, too, that so far as respect for law, affection for the Flag, and loyalty to their country are concerned, most of them are all right also.

ALFRED BAYLISS.

Streator, Ill. High School.

26

"What the wings are to the bird, what the blossom is to the plant, what the eye is to the face, what fervency is to the voice, singing is to the child."—*W. L. Tomlins.*

EARNESTNESS IN CHILDREN.

LAST Christmas, little four-year-old Robert received a top that he could spin by twirling it with his fingers. Holding his new whistle in his right hand, he began to spin the top with his left. "Is he left handed?" asked the visitors. "Perhaps," said his father, "I am, and his older sister is."

"He ought to learn to use both hands equally. Take your right hand, Robert." The boy made no change. "Put your whistle in the other hand. Now use this hand." He tried, but the top would not spin. At last, he gave it up, moved the whistle back, and began to spin the top with his left hand as before.

"There, he's left-handed," laughed his father. Then the subject was dropped.

Robert was apparently intent only on his top. But, a moment later he again tried to use his right hand. Nearly ten minutes he worked, before he cried out joyously, "I can 'pin it! See me 'pin it with my right hand!" His face all aglow with delight, he spun it again and again, always with his right hand. Two hours later, while doing something else, he stopped to point and to say, "This is my right hand." He has never been to kindergarten, nor been urged to learn at home, nor did he show any undue desire for praise. His joy was simply the joy of achievement.

Stuart, two years old, had a new rocking horse. He was lifted on, but at first sat limp and helpless. The horse was gently rocked. Soon he caught the rhythmic motion and continued it, hardly conscious that he was doing it all himself. He could not have told what he did, nor how he did it. He simply enjoyed the motion.

It seems to me that the distinction between these two ways of learning should be more clearly recognized by every instructor, and that we should better appreciate the delight which children can take in earnest, purposeful effort.

I have seen little boys, of six and seven, sit at their desks working examples with a look as happy and interested as they ever showed at play. A boy of eleven, after reciting a perfect geography lesson, said, with deep satisfaction, "I like to learn a lesson that way, so that I know every word." Another boy, after working an hour over a long, hard lesson in arithmetic, put down his book, saying, "I'd like to study arithmetic all the time." This was a boy who, in a former school, had been noted for insubordination—a harum scarum fellow, who never stayed indoors when he could help it. These are a few instances, out of many which I could give, showing the earnestness of which children are capable.

I wonder how many teachers have discovered that often, when a boy is doing poor work, the best way to arouse him is to give him harder work. Of course, this experiment can best be tried in an ungraded school, for a boy is seldom equally quick in arithmetic, reading, geography, spelling and music. In arithmetic, especially, we have so much "method" so many devices for making the matter clear, that the natural little mathematician who is to be found in almost every class, is bored beyond endurance before the teacher has finished showing him how to find out something that he knew all the time. His need has been explained by a schoolboy of seventy years ago. "In order to perform the operation of swallowing, one must have something to swallow." Many a time, such a boy would be really grateful to the teacher, who, instead of taking him through all the "process," would tell him what she wants him to do and let him study it out for himself.

Most persons seem to make the mistake with regard to children, which I have known lecturers to make with older audiences. They think that the only way to please them is to make them laugh. Perhaps teachers make this mistake less often than do ministers and Sunday school teachers. You will not need to visit many Sunday Schools to see for yourself the look of bored politeness or of open disdain on children's faces when men give them empty amusement, instead of doing the proper work of a Sunday School.

It is right to make children happy, but there is more than one kind of happiness. A child's pleasure in listening to beautiful music, or looking at a fine picture, is as sincere as a grown person's. The revolt against the cruelty of keeping young children for hours on hard, high benches listening to sermons on predestination, has led to a mistaken view of a child's religion. The child is capable of deep and true religious emotions, and he needs the opportunity to exercise that part of his nature. He likes to ask earnest questions and to discuss matters thoughtfully. "I've studied and studied," said little Martin, "and I don't see how the angels can fly without any bones." "Bones," to him represented the whole corporeal frame. On hearing that the sky is not a solid covering over our heads, Ellen was extremely worried, and asked, "Then where is the floor of heaven?" It would have been no less irreverent to laugh at these little theologians than to make merry in church over the speculations of some older seeker after truth.

Eleanor had known only a few days that Santa Claus is not a real person, and had evidently been shocked by the revelation. Yet when asked if she were sorry to know, she replied soberly, "I wanted to know the truth." This desire for the absolute truth is common among children who have not been spoiled by the flippancy of their elders.

It is time for us to lay aside all sentimental talk about happy-hearted childhood, and to realize the many and varied phases of emotion known to children..

MARY L. FRENCH.

Los Angeles, Cal.



"Facts show that when a father sends his boy through our common schools, he makes him worth to himself as a man from one-fifth to one-half more than he would be without it, or, in other words, it adds from ten to fifty per cent. to his money-making power."

A STRUGGLE WITH NATURE.

SHE had found a nickel and what to do with it was the question that confronted her. She stood looking in through the window of the candy shop and tugged meditatively at the string that was left on her wilted pink sunbonnet.

"Your mamma says to put your nickels into your bank," whispered her conscience.

"Those chocolate-drops are perfectly delicious," argued her insatiable little appetite.

"It's just a 'found' nickel," she half murmured, as her blue eyes grew wistful with longing. "Mamma was talking about 'gave' nickels."

"You know that makes no difference," answered her conscience.

"My gram'ma says it's natchel for little childrens to want candy," she answered plaintively, and absently twisted the nickel in the hem of her soiled white apron.

"The doctor said its bad for your stomach," said conscience.

"I'd only eat one piece a day," she urged.

"Do what you know is right," said conscience in a voice that was strangely like mother's.

With a sigh that shook her whole chubby little frame, she turned away from the window, and walked slowly—oh, so slowly, homeward.

Who would believe that life could be so hard to live at five? There was pathos in every curve, from the droop of the slimsy little bonnet to the torn stocking that had straggled down over one dusty little shoe-top.

Half way down the street she stopped short, unclasped the grimmy little fingers, and stared at the nickel with a new thought, 'Mamma liked peppermints; why of course! Mamma liked peppermints! She would buy them for mamma.'

No chance for conscience now. With a hurried tug at the straggling stocking, back she ran as fast as the chubby legs could go. The poor sunbonnet, entirely unprepared for

such an emergency, was soon dangling over her shoulder by its one string, leaving a tangled mop of nut-brown curls to do its duty of protection.

"Mamma likes 'em," she panted, as she whisked in the door and stood a flushed and glowing little figure before the candy-man.

"Five cents worth of peppermints, please!" And such an infectious little smile overspread her countenance that the candy-man was surprised into laughing outright.

"I bought them for you, mamma," she said as she stood at her mother's knee a few minutes later.

"O, Helen," said mamma sorrowfully, "you know what I said about money, and you know what the doctor said about candy."

"But mamma, you like peppermints, you know."

"Yes, darling, but you know what mamma said, didn't you?"

"Yes, mamma." 'Twas a faltering little voice that answered.

"And you knew it was not the right thing to do, didn't you, Helen?"

"Yes, mamma," 'Twas a guilty, unhappy little voice now.

"You see mamma couldn't possibly take them then, don't you, darling?"

Such a heavy little heart, such a drooping little head, such an altogether sorry little figure stood by the fence clutching a tiny bag of candy, and struggling with tears.

Presently the poor little object sidled in the door and buried itself in mother's skirts.

"Mamma," came a pleading voice from the depths.

"Yes, my darling."

One little arm crept upward, and a contented little quiver told when it had found mamma's neck.

"Mamma, I gave them all to Tommy Bowman, only but one for you and one for me. Won't you eat it mamma?"

And what could mamma do?

MARGARET GRAHAM HOOD.

Director of Training School, Arizona Normal.

READING FOR CHILDREN.

NO greater good fortune can befall a child than to be born into a home where the best books are read, the best music interpreted, the best talk enjoyed; for in these privileges the richest educational opportunities are supplied. Many things are said in such a home which the child does not fully understand; there is music which is far beyond his intelligence; there are books to which he lacks the key; but the atmosphere of such a home envelopes him in the most receptive years; his imagination is arrested by pictures, sounds, images, facts, which fall into it like seeds into a quick soil; his memory is stored without conscious effort. It is his greatest privilege that a life so large and rich receives him with unstinted hospitality, and offers him all he can receive.

Now, nothing could rob a child so circumstanced so grievously as to attempt to bring such a home life down to his comprehension instead of leaving him free to grow into it and up to it. The boy who hears the talk of cultivated men and women at table about current affairs and subjects of permanent interest has the very finest of educational opportunities; the boy who listens to talk which is intentionally brought down to the level of his intelligence is by that act robbed of his opportunities. Parents make no more serious mistake than taking the tone of the family life from the children instead of giving that life, clearly and pervasively, the tone of their own ideals, convictions and intelligence. Nature does not present one aspect to children, another to mature persons, and a third to the aged; she presents the same phenomena to all, and each age takes that which appeals to it; dimly discerning, at the same time, the larger aspects which are to disclose themselves later on. The child loves Nature for certain obvious and beautiful things which it readily finds; but Nature is all the time enriching the imagination of the child beyond its care and consciousness. And the method of Nature must be our model.

If we could arrange Nature for children by selecting a few pretty flowers, a few colored stones, a few fleecy clouds, and separating them from the sweep and majesty of the universe, we should make the same blunder which we are constantly making by excluding children from the influence and power of great books and condemning them to the companionship of books written to fit different stages of development, as shoes are manufactured to fit feet of different sizes. The attempt to create reading matter for children, based on their ability to receive and understand at a given age, shows lamentable ignorance of the child mind and the lamentable ignorance of the stuff of which great books are made. The mind is not, like the feet, accurately measurable at a given moment; it presents, at given moments, certain definite limits of expression, but it never discloses its capacity for reception. And it is an open secret that it can receive, brood over, and find delight in ideas which it only dimly understands; more than this, such ideas are often the most nutritious food of the growing mind.

There are a great many so-called children's books which are wholesome, entertaining, and educative in a high degree; but they possess these high qualities, not because they are children's books, but because they are genuine, veracious, vital and human; because, in a word, they disclose, in their measure, the same qualities which make the literary masterpieces what they are. It is a peculiarity of such books that they are quite as interesting to mature as to young readers. Of the great mass of books written specifically for children it is not too much to say that it is a sin to put them in the hands of those who have no standards and are dependent upon the judgment and taste of their elders; a sin against the child's intelligence, growth and character. Some of these books are innocuous save as wasters of time; many more are sentimental, untrue and cheap; some are vulgar.

The years which are given over to this artificially prepared reading matter—for it is a profanation to call it literature—are precisely the years when the mind is being most

deeply stirred; when the seeds of thought are dropping silently down into the secret and hidden places of the nature. They are the years which decide whether a man shall be creative or imitative; whether he shall be an artist or an artisan. For such a plastic and critical time nothing that can inspire, enrich and liberate is too good; indeed, the very highest use to which the finest results of human living and doing and thinking and speaking can be put is to feed the mind of childhood in those memorable years when the spirit is finding itself and feeling the beauty of the world. This is the moment when the race takes the child by the hand, and, leaning over it in the silence of solitary hours, whispers to it those secrets of beauty and power and knowledge in the possession of which the mastery of life lies. This is the time when the boy who is to write "Kenilworth" is learning, with bated breath, the great stories and traditions of his race; when the boy who is to write the lines on Tintern Abbey is feeling the wonder of the world and the mystery of fate; when the boy who is to write the "Idylls of the King" is playing at knighthood with his brothers and sisters in the Lincolnshire fields, and the brave group of noble boys and girls are weaving endless romances of old adventure and chivalry. This is the time when, as a rule, the intellectual fortunes of the child are settled for all time.

In these wonderful years of spiritual exploration and discovery the child ought to have access, not to cheap stories, artificially and mechanically manufactured to keep it out of mischief, but to the records of the childhood of the race; his true companion is this august but invisible playmate. That which fed the race in its childhood ought to feed each child born into its vast fellowship. The great story-book of mythology, with its splendid figures, its endless shifting of scene, its crowding incident, its heroism and poetry, ought to be open to every child; for mythology is the child's view of the world; a view which deals with obvious things often, but deals with them poetically and with a feeling for their less obvious relations. The dream of the world which those

imaginative children who were the fathers of the race dreamed was full of prophetic glimpses of the future, of deep and beautiful visions, of large and splendid achievement, and of that wholesome symbolism in which the deeper meanings of nature become plain. Out of this dim period, when men first felt the wonder of the world, and felt also the mysterious ties which bound them to Nature, issued that great stream of story which has fed the art of the world for so many centuries and will feed it to the end of time. For these stories were not manufactured, they grew; and in them is registered the early growth of the race. They are not idle tales; they are deep and rich renderings of the facts of life; they are interpretations and explanations of life in that language of the imagination which is as intelligible to children as to their elders; they are rich in those elements of culture which are the very stuff of which the deepest and widest education is made.

Now, this quality, which invests Ulysses, Perseus, Thor, Siegfried, Arthur and Parsifal with such perennial interest, is characteristic of the great books, into so many of which mythology directly enters. The "*Odyssey*" is not only one of the great reading-books of the race; it is also one of the great text-books. Shakespeare is not only a great story-teller; he is also an educator whose like has been seen only two or three times in the history of the world. Teach a child facts without the illumination of the imagination, and you fill the memory; give these facts dramatic sequence and impart to them that symbolic quality which all the arts share, and you stir the depths of a child's nature. The boys whose sole text-books were the "*Iliad*" and the "*Odyssey*," and who learned, therefore, all their history and science in terms of the imagination, became the most original, creative and variously gifted men who have yet appeared in history; they were drilled and disciplined, but they were also liberated and inspired. A modern writer has happily described Plutarch's "*Lives*" as "the pasture of great souls;" the place, that is, where such souls are nourished and fed. Now, the great poets, novelists, historians, supply the food which develops a strong,

clear, original life of the mind; which makes the imagination active and creative; which feeds the young spirit with the deeds and images of heroes; which sets the real in true relations to the ideal.

These writers are quite as much at home with the young as with the mature. Shakespeare is quite as interesting to a healthy boy as any story-writer who strives to feed his appetite for action and adventure; and Shakespeare is a great poet besides. He entertains his young guest quite as acceptably as a hired comedian, and he makes a man of him as well. There is no need of making concessions to what is often mistakenly supposed to be the taste of children, by giving them inferior things; let them grow up in the presence of superior things, and they will take to them as easily as they will take to cheaper things. Accustom a child to good painting, and he will never be attracted by inferior pictures; accustom him to good music, and the popular jingle will disgust him; bring him up with Homer, Shakespeare, Plutarch, Herodotus, Scott, Hawthorne, Irving, and it will be unnecessary to warn him against the books which are piled up at the news-stands and sold in railway trains. The boy who grows up in this society will rarely make friends with the vulgar and the unclean; he will love health, honor, truth, intelligence and manliness. For reading is not only a matter of taste and intelligence; it is a matter of character as well.

HAMILTON W. MABIE, in *The Outlook*.

30

LITTLE DICK—Mamma that new doctor across the street asked me who was our family physician.

MAMMA—Well dear, we are never sick, so we don't need one.

The new doctor (next day)—
you find out the name of your

LITTLE DICK—We don't
—*New York Weekly*.

EDITORIAL.

SCHOOL WORK AND HOME STUDY.

IT IS becoming more and more clear that home study should be supplementary to, and not preparation for, the morrow's lessons in school. All observations that have been carefully made in an unprejudiced manner show plainly the injury wrought upon the child by his being allowed to study immediately after school, immediately after a meal, during a noon recess, before eating in the morning or immediately preceding a school session. Superintendent Maxwell, of Brooklyn, N. Y., and his school board have put themselves on record in the clearest and most forceful manner possible. With the courage of their convictions, and with convictions founded on painstaking observation born of intelligent sympathy the matter was presented to the parents and teachers of Brooklyn in a circular letter in which the following is expressed:

* * * * *

No home study of any kind, except spelling and supplementary reading, shall be assigned to the pupils in any primary grade; no home study requiring more than half an hour in any one day, except spelling and supplementary reading, shall be assigned to the pupils in the four lowest grammar grades; no home study requiring more than one hour in any one day, except spelling and supplementary reading shall be assigned to pupils in the four highest grammar grades. Solution of problems in arithmetic shall not be assigned as home study in any primary or grammar grade. In the first and second grades no home study shall be assigned more than half an hour, and in the other grades shall be assigned to the pupils in

large children extra efforts. We do not wish to show any leniency if they fail to observe the rule. We want the children to be happy, intellectual and energetic in their school work. If, for any reason, a child is not graduated at the end of the year, he should not be discouraged, but encouraged to all, and to be taken into account, not by finding fault but by finding good.

* * *

Such a step as this answers in the most unequivocal manner one of the most discussed questions raised at the Indianapolis meeting of the Department of Superintendents. How can the results of child study be embodied in actual school work and be utilized in solving the problem of school administration? This action of the Brooklyn board inspired thereto by its peerless Superintendent shows a clear knowledge of the true relation which they obtain to the education of the children under their care. The people of the famed "City of Churches" (and good schools) is to be most heartily congratulated on the character of the school administrative officers who show grit as well as common sense in taking the stand they do in this circular-letter.



THREE CHILD-STUDY CONGRESSES.

As we go to press the Fourth Annual Congress of The Illinois Society for Child Study is convening. This promises to be the greatest meeting in the history of the society. The congress proper has been preceded by a conference of the leaders of the work in Illinois. Full reports will appear in our next issue.

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On May 5, 6 and 7, the Indiana Child-Study Congress will be held at the State University at Bloomington, Indiana. Following is the program:

WEDNESDAY, MAY 5, 8 P. M.

Address of Welcome, Prof. Joseph Swain.

Response, State Supt. David M. Geeting.

Addresses by

Prof. G. T. W. Patrick, University of Iowa.

Prof. Howard Sandison, Indiana State Normal.

Prof. W. O. Krohn, University of Illinois.

Prof. C. H. Thurber, University of Chicago.

THURSDAY, MAY 6, 9 A. M.

Professor Sandison, presiding.
Round Table of Indiana Child Study Society. Discussion led by
Supt. Wm. A. Mills, of Attica.
Supt. W. H. Sanders, of Rensselaer.
Miss Myrtle S. Smyser, Indianapolis.
Supt. B. F. Moore, Frankfort.
Mrs. Sarah Tarney-Campbell, Supervisor of Primary Instruction,
Anderson.
Prof. F. M. Stalker, Indiana State Normal School.

THURSDAY, May 6, 2 P. M.

Prof. Krohn presiding.
Addresses:
Dr. C. C. Van Liew, Illinois State Normal.
Dr. J. H. Kellogg, Battle Creek Sanitarium, Battle Creek, Michigan.
Col. F. W. Parker, Chicago Normal School.

THURSDAY, MAY 6, 8 P. M.

Supt. David K. Goss of Indianapolis presiding.
Address: President G. Stanley Hall, Clark University, Worcester, Mass.

FRIDAY, MAY 7, 10 A. M.

Dr. Kellogg presiding
Address: President Hall.

FRIDAY, MAY 7, 2 P. M.

Col. Parker presiding.
Address: President Hall.

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Kansas is also in line in the Child-Study movement with a zest and earnestness that is quite characteristic of the teachers of the Jayhawker state. Their first congress will convene at Lawrence, the seat of the State University on the evening of May 13 and will continue until noon May 15. The program includes the following:

1. Address of Welcome, Chancellor F. H. Snow, Lawrence.
2. Response, President A. R. Taylor, Emporia.
3. Lecture by an Authority on Child-Study.
4. Indications of Imbecility and Insanity in Children, Supt. B. D. Eastman, Topeka.
5. Heredity as a Factor in Character Forming, Supt. W. M. Sinclair, Ottawa.

6. Rise and Development of the Reasoning Faculty in Children. Prof. Olin Templin, Lawrence.

7. Effect of School Life upon the General Physical Condition of Children. L. H. Powell, M. D., Topeka.

8. Forces that Control the Development of Public Sentiment in Children: (a) Home Life, (b) Social Environment, (c) Books. Supt. J. H. Glotfelter, Atchison.

9. How to use the Story with the Children. Prof. M. Louise Jones, Emporia.

10. Motor Control; its Nature and Place in the Physical and Psychical Life of the Children. Dr. Oscar Chrisman, Emporia.

11. The Memory Problem in School Children. Prof. Guy P. Benton, Baldwin.

12. Physical and Psychical causes of Sluggish Mental Activity in Children. Supt. J. G. Schofield, Seneca.

13. Comparative Ease with which Children of Different Nations learn to Use Their Native Tongue. Prof. W. H. Carruth, Lawrence.

14. Simple Means of Making Tests, Tabulating Them and Utilizing Results. Supt. F. R. Dyer, Wichita.

15. How Far Do Normal Children Show Inability to Grasp Language as Compared with Inability to Understand Mathematics? Supt. M. E. Dolphin, Leavenworth.

16. The Effect of Eye and Ear Strain Upon the Brain and the Disposition of the Child. Supt. E. Stanley, Lawrence.

17. A Life Book for the Child. Prof. Sadie E. Montgomery, Emporia.

18. The Intellectual Ability of Children in the Public Schools as Affected by Nationality. Prin. M. E. Pearson, Kansas City.

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Massachusetts is again inviting the attention of the educational world to a new departure—as practicable and valuable as it is novel. By a recent law textile schools are being established, the one at Lowell being well under way. Any town raising twenty-five thousand dollars for that purpose secures an additional twenty-five thousand from the State. A silk-weaving school has also been opened at Patterson, N. J., in which the whole process of silk weaving is taught.

NOTES AND COMMENTS.

The Mother's Meeting.

The one important feature of the mother's meetings being inaugurated in so many of our towns and cities is that they accomplish so much in bringing the school and home into closer touch with each other. In these meetings mothers and teachers meet together and talk over with each other the various forms of child-training calculated to bring about the best results with respect to particular children in whom they are concerned. One wholesome result of these meetings is that parents and teachers realize their community of interests and no longer look upon each other with suspicion. No one has done more than Miss Sasseen of Kentucky to inaugurate this feature as a national movement. We hope to hear from her concerning this movement at the N. E. A. in July. In the meantime let us have more "mothers' meetings."

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Parents' Day.

Recently at Rice Lake, Wisconsin, the "mothers' meeting idea" was so broadened as to give place to what was called "Parents' Day." In the forenoon the parents turned out in large numbers to inspect the schools. In this small town during the forenoon parents visited the schools. In the afternoon, an interesting and profitable program was rendered at the Opera House. Among other papers given were the following:

"The Health of School Children," by Dr. Sattre; "The District School and the High School," by County Superintendent Mussen; "The Relation of Home to School," by Rev. W. P. Burrows. Our only criticism is that none of the women of Rice Lake were on the program. This may have been out of deference to the "male persuasion"—and more likely not. At any rate it was an excellent meeting and Supt. McClelland deserves great credit for bringing it about. These meetings cannot help but engender helpfulness, bringing home influence to work with rather than against the school.

21

Illinois State Reformatory.

We have just received the interesting biennial report of the Illinois State Reformatory, located at Pontiac. There are now 1,127 boys in the institution. We note with pleasure the extension of the

school work as well as the improved facilities for profitable trade instruction. About half of the inmates had received ordinary common school education and thirty had high school training or better. The statistics show that a very large number of the boys have dissipated parents, and a still larger number are orphans or semi-orphans. The chaplain who has charge of the school, makes a very encouraging report concerning the benefits wrought by educative influence. In the physician's report one observes a very close relation between the moral delinquent and the disease commonly called consumption. Certain it is that the average criminal boy has by no means so good a body as the average non-criminal. Under the able superintendency of Major McLaughry the institution has been on a much higher plane. It is becoming a *reformatory*,

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How the Child Influences Society.

The influence exerted by the child upon society is not to be sought alone in the fact that the children are the coming generation, and that when they are grown they will be society; but they have at once and immediately a profound influence. The father and mother, inclined to sink into mere time servers, following lives their experience have taught them to be safe, are constantly shocked into new life and action by the radical views naturally presented by the children, less bound by experience than they are themselves.

Then, too, all that is newest in the schools of religion, in social and political thought, in literature and art, is brought home and given to the parents through immediate contact. If my immediate problem were to educate the adult population of the United States, I should approach the people through their children. The man of business who would scoff at religions, artistic, or ethical ideas presented by an adult, listens with respect and sympathy to same ideas presented by a child. The very efforts he makes to avoid robbing his child of what he considers childish enthusiasms, lays him open to the influence of these same enthusiasms.

And so, the child with his tendency to preserve the little forms and ceremonies of daily life, and to go ever back to logical sources for his benefits in the larger fields, is preyed upon by society which wishes to form and shape, and mould him to be the preserver of what it considers of transcendent value. —EARL, BARNES, in "*Studies in Education*."

The Journal of Education says that "one of the requirements of one seeking college honors at Amherst is that his college expenses during the previous year shall not have exceeded \$500."

30

Children's Sense of Money.

A very interesting study on Children's Money Sense, by Anna Köehler, form the leading article in No. IX of *Studies in Education*. It is collated from some four thousand papers—equally divided between boys and girls, written in answer to the following questions sent out from the University of California to California schools.

1. Have you a regular allowance? If not, would you like to have one?

2. If you could have a regular allowance of fifty cents a week to do with just as you liked, what would you do with it?

3. Do you ever earn any money? How?

Some of the results were as follows: Less than one-fourth of all who answered received an allowance, but more than two-thirds think they would like to. Fifty-four per cent of both sexes would save, and thirty per cent would spend the fifty cents a week if it were allowed them; but the attempt to discover what per cent would save with the idea of accumulation was a failure. In general:

1. Children declare themselves in favor of saving, rather than spending money. How much of this is the result of training, and how much of it is natural, is hard to determine from this study. The fact that the question stated that they could do what they liked with the fifty cents would tend to offset some of the training; and again, the fact that the fifty cents is theirs in fancy, and not in reality, makes it easier for them to respond to what they think is expected of them.

2. There is no considerable difference in the attitude of the sexes toward saving or spending money.

3. The practical sense seems to be inherent in the boy nature. There comes a time between the ages of twelve and sixteen, when it becomes decidedly less. With girls, this practical sense seems to be weak below the age of twelve, but develops strongly from twelve to sixteen, the period when boys show it least.

4. Beginning with the age of twelve, both boys and girls show in their pleasures the influence of their respective training. The girl's subjective life develops rapidly from that age,

her pleasures become more personal and less common, while the boy lives in a bigger world, and his objective life widens as he grows. His pleasures are those of other boys.

5. Girls care more for dress than boys do. The desire of boys to appear well dressed increases decidedly from the ages of twelve to sixteen. The idea of dress with boys is the sex-type, while with the girls it is more of individual taste.

6. Girls are more altruistic than boys. For example: Three per cent of the girls, but only one per cent of the boys would save money to buy Christmas presents for others.

As a result of the answers to the third question it appears that most California children do earn money; the boys more than the girls.

But two papers showed a disposition to belittle work, and they were from girls, one of whom, aged thirteen said: "My father is not so poor that I have to earn money;" and the other, aged fifteen, said: "We are not poor, and I do not have to earn money."

Very few pedagogic questions are answered by this study, though many are raised. Pestalozzi works out the redemption of his village in *Leinhard and Gertrud* through the development of thrift. Every where to-day the question of school savings banks is being agitated, and, at the same time, our American civilization is most often criticised for its mercenary tone. How far shall we consciously develop children's sense of money? It is a question in sociology and ethics quite as much as in pedagogy, and this study does little more than to throw some side lights on the following questions:

Ought children to have an allowance?

Ought children to be paid for domestic services?

Should children save money for the sake of accumulating?

Are school saving banks desirable?

Should children save to get some important thing, as a bicycle?

Should work in arithmetic be adjusted so as to develop children's sense of money values?

Should children be early given a sense of the economic value of their clothes, books and playthings?

Should children be encouraged to give money to organizations removed from their own immediate life, such as missionary societies?

Pass It Along. The suggestion made by Superintendent Aaron Gove, at Indianapolis, to the effect that every school should have a commodious hall situated on the ground floor, in which to hold evening meetings, and, presumably, to be free for all educational purposes, is an excellent one. Every teacher who happens to be about to have a new building should see to it that this consideration is not overlooked.



The Six-Year Old. Behold an army, the first grade children, wending their way to school. For six years they have been living in the world, little cosmopolitans full of earth's joys and pleasures, possessed of fully half of all that the college graduate knows; each little hero's face radiant with fervid enthusiasm, avenues to the soul fairly tingling with electric life, every gateway to the inner world ajar, curiosity insatiable, energy abounding, bodily activity ceaseless, promise of the future immeasurable, possibilities infinite. These are the open text-books of psychology, leaves all in a flutter, title pages all aglow. "Come, let us live with the children."—*Hon. J. R. Kirk.*



He Was Grateful. Freddy, the son of a well-known minister, had misbehaved, and to punish him he was not allowed to eat at the family table. A small table was set for him in the corner of the dining-room. When his dinner was placed before him Freddy said very solemnly:

"Lord, I thank Thee that Thou hast spread a table before me in the presence of my enemies."—*Judge.*



A Child's Best. Teachers who have been "grown up" for some time are likely to forget that a child's best is crude when measured by the adult standard. His performance is a picture of his conception and his conception is more or less meager. It is wrong to expect finish from children, either in the domain of scholarship or manners. It is not possible for the immature to put out a product such as an adult would but we frequently expect boys and girls to act as wisely or politely, and to show as much judgment or

patience as would do credit to a well balanced man or woman. When a child does its best, no matter how crude, when he tries, no matter how raw the product, we should be satisfied, and smiles of encouragement are in order rather than frowns.

—*Midland Schools.*

20

Possibly the first question which a parent asks himself is one as to the cost. Certain colleges to which he might be glad to send his boy he regards as closed because of the expense. In a general way the cost of a college education can be easily settled. Certain colleges exhibit in their catalogues four scales of annual expenses, denominating them, "low," "moderate," "liberal," and "very liberal." The same conditions obtain within the college that obtain out of the college. I consider that for a boy of good habits, of high aims, appreciating properly the purchasing power of money, this is a fair method of estimating what he ought to spend in college: Add together the fee for tuition, the fee for room and for board; multiply the resulting sum by two, and you have what it is best for him to spend. It is best for him to spend this sum to get the best out of the college, to live the most vital life in the college, to have the largest number of interests, to be the most useful and to form a character that shall fit itself most exactly and fully into the conditions which he may be called upon to fill. Many a boy in college spends very much less than what is best for him to spend; he is obliged to spend very much less. Yet it is far better for him to come to college and to be economical—economical even to the point of suffering and of decency—than not to come at all: Not a few boys also come to the college who spend very much more than twice the expense for the three fundamental elements of tuition, room and board. The larger number of boys of lavish expenditures are gravely injured through these extravagances. Upon this basis which I have indicated, one can go to excellent colleges upon sums not exceeding three hundred and fifty dollars, and receive the largest benefits. One can go to certain colleges and be obliged to spend at the very least three hundred and fifty dollars; one can get a first-rate education at certain colleges, too, for as small a sum as two hundred; but the basis I have indicated contains the essential elements for making a judgment.

The question of cost has relation also to the aid which the college can give to the man of light purse and of heavy brain,

and also to the opportunities for self-support. For every college has scholarships or aid funds which are grants made to the use of good students. Every college is able to offer to certain men means of self-support. At this point the advantage that the city college enjoys is greatly superior to that possessed by the country college. I know not a few students who, through the grants made by the college in the shape of loans or gifts, or through certain work that the college puts into their hands, are meeting all their expenses. Be it said, too, that most men of this sort are men of the largest ability and the highest promise. In a word, it may be said that, however worth educating or needy of education the rich man may be—and he is worth educating and he needs education—it is of the utmost importance for the best interests of America that the poor boy of ability shall be educated. Many a college president stands ready to help the boy of strong body, of light purse, of pure heart, of good brain, and of high purposes to an education. A boy should never give up the hope of a college education on the ground of poverty. — From "Elements in the Choice of a College," by President CHARLES F. THWING, in April *Review of Reviews*.

9

"You ain't forgot dat maximum I tole you yisterday, is you, Sammie?"

"No, gran-dad. 'A bird in yo han' is wuff two on de roost.'"—Life.

10

Marinette, Wis., supports a child-study circle whose membership is made up of teachers and parents, is now in its second year, and is in a flourishing condition. The circle promises to do much good in the way of creating a proper sentiment toward a right education. An interesting feature and one of importance is the appointment of a committee of two ladies each to visit the various schools and to report at a subsequent meeting. Some of these visits have been made, and it is understood that an urgent plea for better conditions will be made. The board of education has asked that the report be made to them; also through the influence of the society women will probably be represented on the board of education.

AMONG THE BOOKS.

SHAKESPERE THE BOY by William J. Rolfe. Harper & Brothers, New York, pp. 255.

The author is a thorough Shakesperean scholar who has succeeded in presenting in a fascinating manner the boy life of the greatest English writer and dramatist. Some of the chapters of the book have already won renown for the author in appearing as articles in the "*Youths Companion*." It is well calculated to interest boys who read, in a most wholesome manner. Its merit will appeal to older readers with no less force. The author had only meager material to draw from but with his scholarly tact finds unfailling sources in the many allusions made by Shakespere in the plays themselves, to his own boyhood. Not the least charming feature of this charming book is the appendix on "School Courses in Shakespere" in which Dr. Rolfe seeks to answer the question as to what plays of Shakespere are to be recommended for school use and in what order they should be taken up.

W. O. K.

TOMMY-ANNE AND THE THREE HEARTS, by Mabel Osgood Wright, illustrated by Albert D. Blashfield. A. McMillan Co., New York. 322 pp. Price \$1.50.

This author needs no introduction to lovers of bird and flower books. This new volume contains the story of a charming little girl who with her dog companion, learns from the "Heart of Nature" how to make friends with the living things about her home. She has always wanted to know so many "whys" that at least Heart of Nature opens to her continual companionship and sympathy. Flowers, trees, insects, birds, animals with whose names and faces we are familiar, all confide to her in the most fascinating conversations, the story of their homes, habits and adventures. The Three Hearts of the title are the Heart of God, The Heart of Nature, and The Heart of Man, which last, though the youngest of all, is the bond between the other two, uniting in himself the natures of both. Tommy-Anne, by the aid of the Magic Spectacles, the glasses of which are Truth and the setting Imagination, sees and hears for herself the many "whys" she has so often asked her parents and teachers. As she says, "Half the whys would answer themselves if they only took the time to think"—a very suggestive idea to the child reader. And many such there should be. Among the many new books on nature study, I know of none more inspiring and healthful, not to add interesting, for a mother to put into the hands of a child who is old enough to read for himself, or to read herself to younger children. It will arouse any child to a much more live interest in and knowledge of the common life of nature about him, from the Grass-

blade of the "Flower Market" to the Bear who appears as an actor in the "Forest Circus." The author has borrowed from Hiawatha many Indian names for her bird and beast characters which seem an unnecessary complication in a child's story, though there is a glossary in the front of the book. The pictures seem cheap in this day of artistic illustrations, and do not add to the attractiveness of the story,

♦

INSTRUMENTAL CHARACTERISTIC HYMNS FOR HOME, SCHOOL AND KINDERGARTEN—Composed by Clara Louise Anderson, with an introduction by Anna S. Allen. Published by Elmer & Anderson, Chicago, Ill. \$1.50.

This book is the outgrowth of five years of most faithful daily work with little children. It is conceived upon a plan of emphasizing the motor side of education. Appealing to the child's activities in each of the musical selections it offers a set of rhythmic exercises well calculated to bring into full action all the muscles of the body. It will certainly fill a gap in providing for a well known deficiency that all have felt who have need to conduct the piano work in kindergartens and elementary school. We do not regard the book as a systematic and complete affair; it is rather suggestive in that it shows how such work should and can be acceptably and effectively done. It is not sufficiently developed to be a well-wrought system of Kindergarten music, but each selection does appeal strongly though in a measure subconsciously to a child's sense of rhythm and it is really self-interpreting. There is a real *motif* apparent in each number. This is made especially plain in such numbers as "*Rain Drops*" and "*Flying Birds*." As Miss Allen says in the introduction, "Music and its physical expression is to a little child almost what the patent medicine promises to a sick person—a cure all, but requires as an adjunct an intelligent leader in its judicious use." Any person who carefully goes through this book with its excellent exercises will become such a leader. W. O. K.

♦

THE CHILDREN'S THIRD READER, by Ellen M. Cyr.—Ginn & Co., Boston and Chicago.

This book is among the best, if not the very best Third Reader published. It is a real gem both from the pedagogic and literary point of view. Its primary aim is *education by means of good literature*. The matter is selected with the greatest care and only authors that have written standard literature find their way into this reader. It is well illustrated—the portraits of the authors are given with an introductory sketch about each one. What could excel such lessons as "Bryant's School Days," "Mr. Lowell and the Birds," and "The Brave Drummer Boy." The book is a high

class reader in that it seeks to form and educate the taste of young folks. This is saying a great deal these days when so many readers are merely pasteboard, paper, printer's ink and an occasional daub of color.

W. O. K.



The Greco-Turkish war, the Cuban insurrection, and the sealing question are the principal topics covered by the *May Review of Reviews*, in editorials, special articles, and magazines and book reviews, together with cartoon and other illustration.



THE SONG OF CORRELATION.

With back that was aching and tired
And brain in a pitiful state,
A teacher sat at a laden desk
Attempting to correlate—

Cocoons and Indian chiefs,
And the length of Agoonak's hose.
The cubic root of the nation's debt,
Turtles and niggertoes;

Earth and water and air,
Elephants, adverbs and cheese,
Box-elder trees and the pyramids
With the cause of the ocean breeze.

O, but to teach again
As once I used to teach
Before I heard of "unify"
Or "pedagogic speech;"

Only for one short hour
To think as once I thought—
That schools were made for children
And lessons should be taught.

O, to be at rest
Under the violets blue,
Where "daily outlines" never come
And reports are never due.

Cocoons and Indian chiefs,
Presidents, camels and seas,
Olympic games and glacier beds,
Pronouns and bumblebees.

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NO. 2.

BEDTIME.

Three little girls are weary,
Weary of books and of play;
Sad is the world and dreary,
Slowly the time slips away.
Six little feet are aching,
Bowed is each little head,
Yet they are up and shaking
When there is mention of bed.

Bravely they laugh and chatter,
Just for a minute or two;
Then, when they end their clatter,
Sleep comes quickly to woo,
Slowly their eyes are closing,
Down again drops ev'ry head,
Three little maids are dozing,
Though they're not ready for bed.

That is their method ever,
Night after night they protest,
Claiming they're sleepy never,
Never in need of their rest;
Nodding and almost dreaming,
Drowsily each little head
Still is forever scheming
Merely to keep out of bed.

—*London Daily Mail.*

THE STORY IN EARLY EDUCATION.

I. PURPOSE.

The general purpose of the Story is to entertain, to enlighten and to furnish an impetus and a guide to moral action. But while stories should give pleasure, mere pleasure is no valid test of their value. Indeed, none of the purposes named above can well be kept distinct, and none of them should be too evident in the work of the successful and artistic storyteller.

One of the best intellectual results of the story—though it probably is not often thought of by the teller of stories—is the child's appreciation of the relatedness or sequence of events, the kind of thing that is meant later as applied to more ambitious narratives, by the "thread of the narrative" or the "logic of history."

II. STAGES OF PREPARATION FOR STORIES.

1. Very young children when learning to talk tend to dwell upon and repeat words which suggest definite and vivid images to the mind. For such children the story consists in the giving of a mere word—any word which arouses thought and interest and suggests an idea important to the child.

2. A little later comes the period when children are interested in a succession or procession of mental images that are suggested by language. This is the period of songs, jingles, "nonsense rhymes," talking flowers and beasts, and of Mother Goose;—a time when children are passing out of the region of the purely concrete, material and visible into the border land of the world of fancy and mental images,—a subjective condition of which they seem, often, to have some slight degree of consciousness. The most significant facts that appear to be generally true of children at this time are these:—they love rhythm; they delight in the creations of their own fancy which now seem very lifelike and distinct; they need considerable constructive material and thus require a story in which several

things shall happen. The things that do happen need not, at this period, be either true or logically related; but there must be a succession of events which may perhaps be more interesting for being very extravagant or wonderful. The ordering of these events in the child's own stories will be made by his favorite connections "and then," — "and then" —, with which he joins together the most incongruous materials and happenings. The great mental effort, at this period, is the gaining of power to realize the story subjectively.

Was it not Alexander Bain who substituted for,—

"Thy spirit, Independence, let me share, Lord of the lion-heart and eagle-eye," a nonsense couplet as being entirely satisfactory to children and which ran something like this:—

"Thy spirit, Mumbo-Jumbo, let me share,
Lord of the tweedle-dum and noodle-three."

At all events the illustration is true of children's tastes in one period of their growth. Other illustrations are furnished by *Alice in Wonderland*, and by that delicious bit of inspired nonsense, *The Jobberwock*.

But there comes a time,—somewhere, usually, between the ages of five and six,—when the child has acquired power to imagine characters, and to hold more or less strongly in mind a sequence of events and when he becomes more critical and exacting. This is,—

III. THE STORY PERIOD.

Stories must now have a plan. While the narrative is continuous, its main incidents must have vital and natural connections. And now the average child seems to require that both the incidents and their relationship shall be either substantially true as to fact, or inferentially true as to meaning in the case of myths, fables, etc.; for they delight in the connection of events, and require meaning in the story, while they constantly ask, "Is it true?"

The stories which they most enjoy may be roughly classed, as:—

1. Stories of life. Practically this means a study of the child's environment, for he is interested chiefly in the people and things that surround him. It was of children at this stage that Froebel must have thought in his numerous suggestions, in the Mother Play and elsewhere, of a method by which children shall learn the characteristic qualities, uses and meaning of things about them, as well as the characteristic qualities and acts of people in their ordinary and elementary civil and family relations. This is almost of necessity a dramatic period when children act the characters they study, or more truly learn of the life about them by playing it. They represent with equal enjoyment the inanimate, the movements and voices of animals, and the people who interest them—papa, mamma, the baby, the family doctor, the grocer boy, or the postman.

This phase of child-thought is charmingly shown in Stevenson's poem, *The Land of Story Books*.

2. Following this study of environment is interest in things fanciful or remote, where a child simply enlarges or modifies facts, that he knows in order to meet new and but partially understood conditions. The necessary limitations of the child's imagination, owing to poverty of material and unregulated fancy, often results in strange conclusions as does all work even later that is based on imperfect analogies. The child's ideas of royalty, and his interpretation of the characters of royal fathers, mothers, and children are a case in point. The disposition to dramatize fairy tales, and the numerous conclusions and inferences made by children concerning the "cruel stepmother" of children's literature have probably been a greater source of distress to children than have all the real step-mothers in creation. Numerous imaginative children, when corrected for faults in the kindest manner and by very judicious mothers, often suppose they must be foster children or have a step-mother, because no real mother could be so unkind to them.

3. Pictures of other lands, times, and people.—It is doubtless true, both of children and adults, that differences in time, country and people are known chiefly by differences in the

dress, acts, general mode of life, and customs of people; hence the necessity of faithful illustrations where definite impressions are to be made by stories of this and the following class.

4. Character stories of people, and history stories from a biographic standpoint.—There are studies in character, or some element of character that children appreciate as it is actively shown in the deeds of children's heroes, or studies of historic events that are connected with the lives of great men. All these may involve and require much knowledge that the child does not possess.

The teacher must, therefore, be careful to so supplement the words of the story with illustrative matter and material that the child may be able to get a correct total impression, else not only much time will be lost, but children will be entangled in a labyrinth of mere words with a few possible shadowy outlines of intangible, and often incorrect, meaning.

History for children must be biographical, that is, it must largely centre about the characters and deeds of heroes.

But it is an open question,—since there are advocates of every possible view,—whether history stories should be disconnected or given in some sort of sequence; whether they should form a sort of picturesque historic scenery for the exploits of heroes and adventurers; whether they should be confined largely to the pioneer and local history; or whether they should trace in popular style, and with well chosen illustrations, the evolution of a few leading historic ideas, as the growth of idea of freedom of society and of the individual as it is worked out in *Magna Charta Stories*.

Of one thing we may be certain,—the story chosen should be adapted to the children to whom it is given, and it must be so given and illustrated that they may fully comprehend it, else it has no reason to be.

5. Myth, fable, folk and fairy tales. The argument for the premature and indiscriminate use of the myth based on "the childhood of the race" seems fallacious in this important respect:—An adult mind—even in those far-away days when a childlike, ignorant people expressed their failure to compre-

hend the action of physical forces by the use of stories, always poetic and fanciful, of the lives and achievements of titans and gods—works differently from a child mind. Before the poetry and the myth there was a recognition of large and mysterious influences at work to produce large and inexplicable results which implies the power and range of perception peculiar to an adult mind: How, can a child before he has had time to observe physical facts and reflect upon them, be greatly profited by a myth whose entire meaning may be the working of some large and pervasive physical force? A child may enjoy much that he does not understand before the proper story-telling age begins as has already been said. Is the myth to be used intelligently—as some myths may be—or are they to be relegated to the period of nonsense stories and jingles?

For one, I deplore the present somewhat excessive use of myths, chosen because they are the stories that were current in "the childhood of the race," and therefore the necessary milk for babes in our age. It is certainly unpedagogic to take such myths as only the student of life, history and literature can comprehend or fully enjoy, and attempt to make them intelligible to children. This objection is made, not to all myths, but to those which are necessarily out of the child's range.

Much of our so-called nature work takes this idealized form, and some semi-poetic explanatory jargon is used when the child needs to see the facts that are thus explained. The bright hues of decomposed light, as a matter of experiment and observation, are of more value to any child than a mystic talk about "color fairies" even when aided by their materializations in pasteboard and paper. The instantaneous and unerring way in which the crystal strikes its six-rayed tracery on the window-pane is a thing the child likes to see in religious silence. He can see all the magic there is. To disturb his vision, or his memory of it, by premature and impertinent words about "frost-fairies" is not only an impertinence, but a wrong. [One of the things about my own childhood that I most keenly resented was the way in which some well-meaning

teachers sought to substitute wordy-perversions and talk for actual observation, when I wanted only to see what Nature was doing and how she did it. This memory is one of the reasons for this protest against substituting any aggregation of words for the poetry of observed fact.]

In regard to the use of the myth, a study of the facts in the case along these lines is suggested:—

(1) My own personal experience—what in the whole range of myth, fable, fairy-lore, etc., has most impressed me? At what time in life was the impression greatest, and why?

(2) The experience of others in similar lines. From questions asked of over four hundred teachers, these were obtained:—over ninety per cent. declared that their highest enjoyment came when they were adults. The best educated and those of most marked literary power were particularly emphatic on this point.

Those who enjoyed them as very young children were evidently either imaginative and liked the succession of images suggested, or were in the hands of some person who enjoyed this literature in some marked way. Larger study would doubtless reveal more facts, possibly different facts.

(3) What number of children of Kindergarten age really do prefer the myth or fairy-tale to true stories? Is great attention while a story is told evidence that a child prefers that kind of story? If so, why does a child who has listened with open mouth, often come to himself with an incredulous and audible "Oh!" and ask, "Is it a *true* story?"

Is the action, or sequence of acts liked, as they like a Mother Goose rhyme of "pussy in the well," etc.?

(4) Can a young child possibly understand the Sword Excalibur, the story of Helios and Clytie, and similar stories which are "written down to children" in so many booklets of to-day?

(5) How far is a child's apparent enjoyment of certain stories due to one or more of the following reasons:—love of the mysterious or supernatural—bold and striking imagery—

dramatic situations, or dramatic recital—rhythm—glimpse of a possible meaning—listening for occupations' sake?

The Story of Midas, Hans in Luck, The Jackdaw and the Doves, The Cat and Mouse in Partnership, are exquisite as commentaries on the greed, foolishness, duplicity or perfidy of adults in spheres beyond the child's experience, and if they could be understood they would shock the trustfulness of children. Such stories, if they have any value, must be intelligible to children; yet there are better lessons for children than the very obvious "tit-for-tat" of the *Stork and the Fox*, or those stories which exhibit morality as mere policy, or stories that in any way shock the sensibility of a sweet child.

In all stories, of whatever class, the child's power of interpreting and mentally visualizing the entire picture, should be cultivated. This is the great object of the story. Since many stories imply knowledge that the children do not possess, a free though accurate use of illustrations as well as of such auxiliaries as the sand-table, clay, free-cutting, conceptional drawing, sticks, folding paper, etc., is recommended.

The child's own spontaneous expression is of the utmost importance. It is shown by the constructive use of kindergarten materials, by playing the story, or by the child's own version of it.

The story is not a success if no child is inspired by it either to do or say something.

In regard to telling stories in a dramatic way, practice may go too far. What is necessary with the youngest ones, should gradually be discontinued as children become older. Culture and power show themselves by enjoyment of pure stories in simple language without too much color or too many high lights. This is an end to hold in view, even when we use our utmost power of dramatizing for the younger children.

Paradoxical as it may seem the training of a child in language should be of such a character that (1) he understands exact language exactly and literally; or that, (2) he ignores the literal meaning of words.

Statements of fact cannot be too precise, or be interpreted with too entire faithfulness. Were all people trained to be exact, when exact truth is needed, the business of law courts would be largely reduced. There are themes and times concerning which no fancy, poetry, or any form of romancing should be tolerated.

But there is an elusive spirit in some conceptions which can not be caught and tethered by words, a kind of kinetic energy, which may not be exactly expressed by any known formula.

There are occasions when literal interpretation is an intellectual, if not moral, sin.

To know when to be mathematically and photographically exact and when literalness of interpretation is a falsehood, is a mark of insight, intellectual power, experience of life, or of high culture.

The teacher who undertakes to teach her children to know unerringly, and in some adequate degree, what language means as it is used, and who succeeds in her undertaking would be a person of rare value. That she can not do all she would is no reason why her practice should not be guided by sharply defined ideas in a matter so important. We do want children to be truthful and accurate in matters of fact and history, but we do not want them to be coarse, prosy dolts who shall be out of tune with sentiment, and the high ideals, impulses and delights of literature as distinct from mere narration. Carlyle was right when he said, "All literature is autobiography"; but the finest things in literature, as in personal history, are some of the things that are never told in express terms.

As an "open sesame" to literature, as food for imagination, as experience with the artistic uses of language—rather than from arguments based on "the childhood of the race"—children do need allegories, stories, folk-lore, and such fairy and mythical tales as are adapted to their years; but care must be used in their selection and in their use.

Froebel was right, as all great teachers are right, in their appreciation of the value of the story in early education.

They furnish a pure and lofty ideal of what a man should be and do, while they show the beauty of sympathy and helpfulness to one's kind and of all brotherly relationship, they also show that great and inexorable laws govern life and that society is greater than the individual—a lesson that children need to learn, for children are born egotists. Simple stories—free from affectation and false sentiment—which reveal our great possibilities, and correct our faults and weaknesses without sneering at humanity, are the most helpful to many children.

These, with much beside, and in pleasant form may be found in every division of stories for children that has been indicated.

MISS MARY F. HALL,
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TO BE A CHILD AGAIN.

To be a child again !
With locks unbound, and blue eyes unafraid
Seeking fresh treasures in the forest glade;
Up with the sun, to follow at the heels
Of the dear father toiling in the fields;
To climb in mother's lap at close of day
Be kissed and rocked to sleep, tired out with play.
To be a child again,
What would we give, whose hearts are drenched in tears,
With our strong hands to press aside the years,
And once again, with sinless lips to say
Beside her knee the words we used to pray.
Dear Father, where thy many mansions be
I beg that Thou will grant this much to me
To be a child again !

—*Nora A. Piper.*

TOPICAL SYLLABI FOR CHILD STUDY.

SPONTANEOUSLY INVENTED TOYS AND AMUSEMENTS.

A. For Children. (Teachers are requested to ask their pupils to answer this part of the syllabus.)

Write your (a) name, (b) age, (c) sex, and (d) state whether you live in city or country.

I. What toys or playthings do you use most (a) in winter, (b) in spring, (c) in summer, (d) in fall?

II. What games and plays do you play most (a) in winter, (b) in spring, (c) in summer, (d) in fall?

III. Which of these are (a) your favorite playthings, (b) your favorite plays? Do you use most the toys and games you like best? If not, why not?

IV. Name other (a) games, and (b) playthings which you used when younger. Give age at which each was used most. Show your choice as above.

V. Describe any plaything, no matter how poor, which (a) you have ever made, (b) your friends have made.

VI. What unusual things have you ever used as playthings, *e. g.*, used as doll, a horse, wagon, furniture, etc.?

VII. Describe anything you have repeatedly tried to make, or wanted to do, but did not know how.

VIII. Describe any games you or your friends have invented. How long did you play them before giving them up? To what extent did other children imitate them?

IX. What do you play, or how do you amuse yourself (a) when alone, (b) when only two or three are together, (c) when more than three?

X. When you are tired of studying in school, what do you do (a) for fun, (b) to show off, (c) to annoy teacher, (d) to annoy others? What do you do for amusement evenings?

XI. What games do you play on Sunday? What else do you do to amuse yourself?

B. For Adults. Drawing upon your past experience, or your observation of children, answer questions IV-XI, giving

special attention to spontaneous productions. Invoke special aid of children you may have access to. Suggest any article, or literature, or personal source of information.

With each description *always* note (a) sex and age of child, (b) any marked peculiarity as, whether only child, deformity, disposition, (c) nationality, occupation of parents, (d) from city or country, and anything else which will serve to explain the source or purpose of the invention.

XII. Will you contribute to our museum of things spontaneously made by children? We desire any toy, doll, machine, plaything, building, bit of apparatus, image (animal or human,) or anything else, whether made of wood, paper, clay or metal; whether whittled, carved, moulded, or cut; and especially anything showing ever so faint a trace of originality; things made for collective games, as, *e. g.*, in the sand pile; rude reproductions of play and game implements which the children could not buy. If you cannot send the object, can you describe, sketch, or photograph it? In any case tell how it is used. Express anything you can send at our charge. If you know of any collection of such things, kindly tell us when where, how, etc. Can you loan any such thing?

XIII. If you are a teacher or a parent will you ask your children to contribute to an exhibition something which they like best (a) to make, (b) to use; and later send the same to us? No suggestions whatever should be made, and each child should be refused all aid. Sex and age of maker must always be noted. Distinguish carefully between things previously made and those made for the exhibition.

XIV. (a) What are the signs of ennui in children, (b) is this state common, and under what conditions does it oftenest occur? (c) Causes, (d) effects, (e) treatment. (f) If left to themselves in this state, what do children do to relieve the tedium? (g) Is it due to fatigue, or feeble health? (h) Are the occupations resorted to in this state more puerile, more automatic, reverie-like, physical or mental, than usual? (i) Any amusement invented merely for pastime?

XV. (a) Are Fröbel's mother plays, gifts and occupations the most typical that could now be found, and if not, how would you modify? (b) Could anything suggested above be introduced, *e.g.*, basket-making, modifications of paper weaving, etc.? (c) What games have been invented in the kindergarten? (d) Why do not children play kindergarten games on the street and at home more?

XVI. Name any toy or game you think especially educative.

XVII. Can you suggest any toy, apparatus, implements of plays or games, or anything else that should be introduced to modify Sloyd or other courses of industrial or manual training in the early grades?

XVIII. Can you suggest any plays, games, or sports, etc., that can with profit be introduced into current methods of physical culture, as Swedish, Sargent, Turner, or American?

XIX. (a) What would be practicable and desirable in modification of either the curriculum or methods of the primary grades? (b) What do you consider the best busy work of which you have personal knowledge?

XX. Where convenient, keep for several weeks, a daily record of the playthings and amusements used by some child. Note frequency and cause of change.

If not able to answer all of the syllabus, select those parts which especially appeal to your experience, and answer as fully as possible. Send returns to

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Tommie—Auntie, mama bought me a pair of gloves today.

Auntie—What are they, kids?

Tommie—No, indeed, they're men's.

—*Harper's Bazaar.*

VACATION-TIME.

All the world is set to rhyme
Now it is vacation-time,
And a swelling flood of joy
Brims the heart of every boy.
No more rote and no more rule,
No more staying after school
When the dreamy brain forgets
Tiresome tasks the master sets.
Nothing but to play and play
Through an endless holiday.

Morn or afternoon, may all
Swing the bat and catch the ball;
Nimble-footed, race and run
Through the meadows in the sun,
Chasing winged scraps of light,
Butterflies in darting flight;
Or where willows lean and look
Down at others in the brook,
Frolic loud the stream within,
Every arm a splashing fin.

Where the thorny thickets bar,
There the sweetest berries are;
Where the shady banks make dim
Pebbly pools, the shy trout swim;
Where the boughs are mossiest,
Builds the humming-bird a nest;—
These are haunts the rover seeks,
Touch of tan upon his cheeks,
And within his heart the joy
Known to no one but a boy.

*All the world is set to rhyme
Now it is vacation-time !*

—*A Boy's Book of Rhyme.*

HOW TO BEGIN THE TRAINING OF THE YOUNGEST CHILDREN IN PATRIOTISM.

May Mackintosh, Pd. M.

IF as our ideal of the educational field we are to take an ever-widening spiral, the innermost whirl of which represents Family Life, the next, Social Life amongst Intimate Friends, next, the Social Life which includes Acquaintances, and the next, some knowledge of the World at large, as divided into Nations, (which I am strongly inclined to think *precedes* the *intelligent* grasp of what constitutes a Town or City, from the greater picturesqueness of the subjects,)—then with children of kindergarten age, (three to seven) who must be placed in the third class—that of Social Life amongst Acquaintances—it is obvious that we can only prepare the ground, and sow the seeds of Love of Country, trusting to later years and continual training to ripen and bring them to full fruition.

In the estimation of the present writer, no one thing has done as much for the beginnings of this training as the raising of the flag over every Public School building during the hours of session. This "outward and visible sign" with its attractive colors and free motion, must infallibly attract the eye of the most stupid child, and sooner or later provoke the question, "What is it there for?"

Hence our first training in Patriotism should center itself around the flag.

On Lincoln's and Washington's Birthdays; on any special day, such as New York people this year had in the formal ceremonies over Grant's tomb; on Decoration, (or, more beautiful term) Memorial-Day; and on the Fourth of July, the flag exercises, simple but impressive, should have a prominent place.

Children in kindergartens can with a little assistance make small flags, not indeed exactly to scale, but sufficiently near it to give them a very fair idea of its formation.

This work must of necessity be crude and imperfect, if it is to be *child's* work, and we make a grave mistake if we insist

on so high a degree of excellence that half must be done by the teacher.

Practically an oblong of red paper [glazed] three and a quarter inches wide, [to allow of the thirteen stripes:] and proportionately long, [remembering that a stiff flag should not be as long as one that waves, if we want it to be pleasing to the eye:]—a smaller oblong of blue glazed paper, one and three quarter inches wide, pasted in *either* of the upper corners of the red one; [it is well to make some of each, for convenience in decoration, — two and two tied together with sticks crossed]—six quarter-inch white weaving strips, [K. G. material] which come as long as eight inches,—and a slender kindergarten peastick [uncut] can easily be provided.

The kindergarten must cut the two oblongs, but the children can easily do all the pasting. I have found it best to dictate "the long strip under the blue field" first, because it is most easily placed, and so divides the space that the child's eye can more readily gauge the distances for the three short stripes, and the two remaining long ones. With kindergarten children I would only give thirteen stars, because it is very hard to handle such tiny bits of paper, even for adults. I found very satisfactory, except that they were *six-pointed*, the little star cut out from bank checks, which were supplied by an interested father. If a large number of stars had to be provided, it might be worth while to pay for a special five-pointed stamp, but the very imperfection made our children remember more firmly that "we ought to have had *five-pointed* stars,"—as a certain University Professor is said to have given his best lectures when inspired [?] by the extreme badness of the textbook he was obliged to use.

First Year Primary children can make the flag to scale, as per sample, and draw and cut their own stars. For these, I would not advise mounting, as they are more likely to be pressed in a large book at home if no obstructing stick is in the way.

If mounted, they are apt to be put up as ornaments until dusty, and then thrown away.

The Century Co. publishes a fine help for teachers in the "St. Nicholas" flag, the names of the thirteen original states being printed on the stripes, and the names and dates of entrance into the Union on each of the forty-five stars, which are now arranged in three eights and three sevens, placed alternately, and beginning with an eight at the upper part of the field.

The lessons upon this flag given with the aid of outline maps of the United States, are more for school than kindergarten children, still, in a mixed or ungraded school, I should strongly urge the presence of the younger children during such exercises, since they would pick up, as younger children do at home, what they could assimilate, without the undue forcing of regular and set teaching of the subject. Kindergartners have long made flags from small squares of paper folded by the children for the purpose of wall decoration, the kindergarten placing the blue field and stars in position, and the children being allowed each to paste one folding in turn so as to form the red and white stripes. The value of this is of course that the work of each child becomes part of a larger whole—truly "the Many in One!"

Older children can carry out the same idea by *sewing* the stripes, field, and stars, together, using some cheap material of the correct colors.

In this connection I have always taught Oliver Wendell Holmes' verse :

"Lord of the Universe! shield us and guide us!
Trusting Thee always, In shadow and sun;
Thou hast united us, who shall divide us?
Keep us, oh keep us, the Many In One!

Chorus:—

Up with our banner bright!
Sprinkled with starry light,
Spread its fair emblems from mountain to shore;
While through the sounding sky,
Loud rings the nations' cry,
UNION AND LIBERTY! ONE EVERMORE!"

and I always make a point of teaching the author's *name*,

Though some words of this selection may be unfamiliar, the ring and lilt of the verse, and the pointing to the large flag, or waving of small ones at the words,

"Up with our banner bright!"

sufficiently explain the meaning of the whole.

I prefer it *recited* rather than sung; for with musical children the words of a song are apt to fall into the second place, which, though not always a detriment, would decidedly be so in this case.

I have always trained my children to perceive the beauty, rhythm, and force of the *spoken* language, as well as the melody of song.

Next in order would come the learning of some Salute to the Flag; and of the many good ones which have been inspired by the wave of patriotism at present sweeping over the land, I prefer the following, given by the Russian-Jewish pupils of the schools supported by the Baron de Hirsch fund, Dec. 11th, 1896,—at least for cosmopolitan cities like New York and most of those on our eastern sea board.

Salute to the Flag.

"Flag of our great Republic, inspirer in battle, guardian of our homes, whose stars and stripes stand for bravery, purity, truth, and union, we salute thee!"

We, the children of many lands, who find rest under thy folds, do pledge our lives, our hearts, and our sacred honor to love and protect thee, our country, and the liberty of the American people, forever."

For exclusively American populations, a slight modification would be necessary.

The next most tangible means of inspiring patriotism is by having good, large pictures of famous Americans, and letting the children make foldings to frame them by united effort as in the case of the large wall-flag, after simple stories have been told explaining why these men were beloved and honored.

The Milton Bradley Co., school and kindergarten supplies manufacturers, have this year put on the market excellent small pictures of Lincoln and Washington at very cheap rates,

which can be given to each child to frame for himself in various ways. I enclose a sample of the medium size of these pictures, prepared for hanging on the schoolroom or kindergarten walls, on the back of which will be found the words of the Rev. Edwin C. Bolles, taken from a newspaper report of his last year's sermon on Lincoln.

These words make a most impressive linking of the two illustrious names.

Our Country.

"Made under Washington; saved under Lincoln,
it is ours to keep it!"

With kindergarten children one can hardly do more than emphasize the *personal elements of character*, as illustrated by simple anecdotes. Primary children can go a little deeper. To my Sunday-school class [primary age] I gave a lesson on the character and work of Nehemiah, comparing him to a Biblical George Washington, in his devotion to his country, and his bravery.

Local history comes nearer to little children than any other. For instance, to my own class, Alexander Hamilton is very real, because the Hamilton-Burr duel was fought at the base of the rocky precipice which borders the King estate, opposite their schoolroom, and the stone on which Hamilton's head rested, now surmounted by a small bust of that great man, is within a quarter of an hour's walk on the heights of Highwood Park, Weehawken.

Similarly, that Daniel Webster once taught in a house the site of which they pass every day in coming to school, and that one of the benches or desks he then used was still in existence and use when a friend of my own went to school, gave his name also a personal interest.

A PATRIOTIC HYMN.

"God of our Fathers! bless this our land!
Ocean to ocean owneth thy hand,
Home of all nations from far and near,
Give, to unite us, Thy faith and fear!"

God of our fathers! failing us never!
God of our fathers! Be ours for ever!

“ Father of all ! From land and sea
The nations sing “Thine, Lord, are we!
Countless in number, but in Thee,
May we be one,—May we be one !
O Lord, stretch forth Thy mighty hand,
And guard and bless our Fatherland !”

In this hymn the germ of the idea of a larger Fatherland is given,—a Fatherland only bounded by the Everlasting Arms of the one God and Father of all.

An important test of the success of every lesson is its reproduction, and to this rule patriotic teaching forms no exception. The large sand-table of the Kindergarten and Primary School, with its little figures, and toy houses and trees, etc., will be an invaluable aid in picturing forth the details of the stories of great men, at the same time that it gives an additional incentive for remembering them.

For reasons given at the outset, Civism is harder to teach to a child than some knowledge of what a nation means, and incidentally, the names, and few general facts about the leading nations of the world.

Our geographies and newspapers are full of pictures, and short, entertaining sketches of national life; and if our teaching of Civics is to be effective, it must in some way be made equally picturesque.

Tell the children a story of one of the early settlements, preferably of their own town, or of a town or city almost as familiar to them. Begin with the first families who settled there. What would they need first? What next? and so on until all the rough essentials of a village life are realized. This should not be carried too far, nor rendered too complicated, but a simple idea of why people prefer to tax themselves in order to pay certain of their number to relieve the others of particular kinds of work is not too difficult for the little minds to make their own, if one step is taken at a time.

The one caution to be observed is, Don't go too fast, but let the child grow into each new conception.

The use of literature with such young children is necessarily limited, yet this is no reason for its entire exclusion. Take the well-known words from Gen. Lee's Eulogy of Washington, spoken but a few days after his death, and to illustrate, have a copy of Col. John Trumbull's portrait of Washington on the battlefield, his white horse, held by an orderly, and an overturned gun-carriage, in the middle distance, and the smoke of battle in the background. This will illustrate "First in war," while the Gilbert Stuart portrait will represent "First in peace."

"'First in the hearts of his countrymen!' Ah! dear children, for this we can have no picture! Just as no picture could show how much we love our fathers and mothers. It could show us hugging and kissing them, but it couldn't show the real love hidden way down in our hearts. The best things of all we can only feel, and not see."

In like manner for Lincoln's Birthday, even little children can appreciate,—

"With malice toward none, with charity for all, with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in!" if taken, a clause a day, and illustrated by incidents drawn from their childish experiences.

I usually emphasize the freeing of the slaves as Lincoln's great work, which he had to strive on to finish, although later the children have to learn that he himself, except perhaps at the moment of signing the Emancipation Proclamation, laid greater stress on the preservation of the Union in any way possible.

We are told by Col. Forney that, when about to sign, Lincoln paused, started to write,—paused once more. Then, turning to Mr. Seward, [Secretary of State] he said, "I have been shaking hands since nine o'clock this morning, and my right arm is almost paralyzed. If my name ever goes into history, it will be for this act, and my whole soul is in it. If my hand trembles when I sign the Proclamation, all who examine

the document hereafter will say "He hesitated!" Col. Forney adds, "He then turned to the table, took up the pen again, and slowly, firmly, wrote that Abraham Lincoln with which the whole world is familiar. He looked up, smiled, and said, "That will do."

After this anecdote would be a good time to introduce part of Whittier's noble poem, LAUS DEO, for older kindergarten and primary children.

"It is done!
Clang of bell and roar of gun,
Send the tidings up and down;
How the belfries rock and reel;
How the great guns, peal on peal
 Fling the joy from town to town!

Ring and swing!
Bells of joy! On morning's wing
Send the song of praise abroad!
With a sound of broken chains,
Tell the nations that He reigns
Who alone is Lord and God!"

John Greenleaf Whittier.

But the subject is inexhaustible; and on each fresh recurrence of an anniversary our papers and magazines are full of new matter, or at the least, old matter newly arranged so as to have a direct bearing on the subject of interest, so that no one need fail for lack of material; but each teacher ought to rearrange her material so as best to meet the needs of her own class, and that no one can do for her.



AND NOW THEY DO NOT SPEAK.

"I saw your mother going to the neighbor's as I crossed the street. When will she be home?" asked the lady caller.

"She said she'd be back just as soon as you left," answered the truthful Jimmie.

—Detroit Free Press.

AN EXPERIMENT IN CIVICS IN 8TH GRADE ROOM.

In these days we hear much on the subject of government, duties of citizenship, training for citizenship, and so on—and it is undoubtedly right that we should. Germany with its people of, [comparatively speaking] common interests, common customs, common beliefs, must use all its powers, frequently resorting to force and intrigue, to keep its people under what it deems to be proper subjection. A glance at the various countries of Europe shows similar conditions. In our country we have many nations in one—people do not so readily doff old clothes for the new, as we suppose they do. Old interests do not so readily give way to new interests, old beliefs to new beliefs.

From this standpoint the needs of training for citizenship in a country where a people of such diversified interests, customs and beliefs are to be governed by one set of laws, is evident. We are confronted by the necessity—what shall meet the demands? The home, the church and the public school,—which of the three takes precedence in this training? Not the home. There the interests are apt to be selfish. Not the church. There sometimes comes a training which divides people, according to their religious creeds.

The public school mirrors the republic. There we find all nations, all shades of religious beliefs, all prejudices and all social conditions. Here, then, the greatest part of the work must be done.

Let us pause to consider how much of this work is done in our schools at the present time. I should not be one to advance the claim that we are doing our share of the work that should be done, although I should readily assent to the claim that we have done our share of what has been done.

The ability to read and write, a knowledge of the events which have tended to make the country what it now is, a knowledge of its conditions, social and economic, are more or less essential to good citizenship—but our greatest scamps have had all these.

The essential to good citizenship is a due respect for the rights of others. This of necessity implies unselfishness coupled with good judgment. The school room with its representatives from, on an average, forty families, with their various interests, beliefs, prejudices, etc., offers opportunities without number for the cultivation of self control, and many opportunities for working from unselfish motives. I think that I may safely say that as a rule we get just what we work for from our pupils. If we want to make good writers of them and work to do so, our pupils write well. If we work to make good readers as far as enunciation, pronunciation, inflection, quality of voice, etc., are concerned, the pupils read in a manner that satisfies us. If we wish them to have a fair knowledge of the geography and history of this or other countries, and work with that motive in view, we meet with a fair degree of success. If we start out with the determination that our pupils shall observe and question that which lies about them, we again attain a reasonable degree of success.

Why is it then that our pupils do not work from more unselfish motives; do not learn self control? Simply because we have not worked to attain those ends. I am so constituted that I cannot work with children who are noisy or inattentive. I value good order. But there is nothing which will prejudice me more quickly against a teacher than to have some say of her, "She is a good disciplinarian." These good disciplinarians are the ones who make self control impossible. Their will is in most cases substituted for the will of the children. When they make self control impossible, they make self activity impossible. Control implies activity. These disciplinarians have their place but as a rule that place should not be in the public school.

The children in my room have been trying an experiment in civil government, which has given abundant opportunities for the exercise of self control and abundant opportunities to work for a common good. Civil Government has been one of the most difficult studies for me to handle with any degree of satisfaction. My experience during several years has been

somewhat the same. The children have made a fairly good start, but after a short time interest has flagged and the work completed with much labor on the part of pupils and very much more on the part of the teacher. Once in a while a bright idea flashes through my mind. One did several weeks ago while sitting before my class and thinking how little the children were getting out of the study, except a few facts, possibly good in themselves. I thought why not organize some form of government here in the room. I suggested it to the children and they readily assented, and after some discussion we concluded to start on the assumption that we were already an organized village in the county of Cook, whose population was divided on the question of city organization. Questions now came thick and fast. "How shall we organize?" "Shall we organize in a convention?" "Can't we elect a mayor and alderman, and then we will have a city government." The questions indicate not a very great knowledge of political organization. These questions with others formed the basis of our civil government lesson on the following day, after which we were ready to make preparations for putting the question to popular vote. These preparations gave plenty of scope for civil government lessons for a few days, and it may be truthfully said that lack of interest in them was not evident.

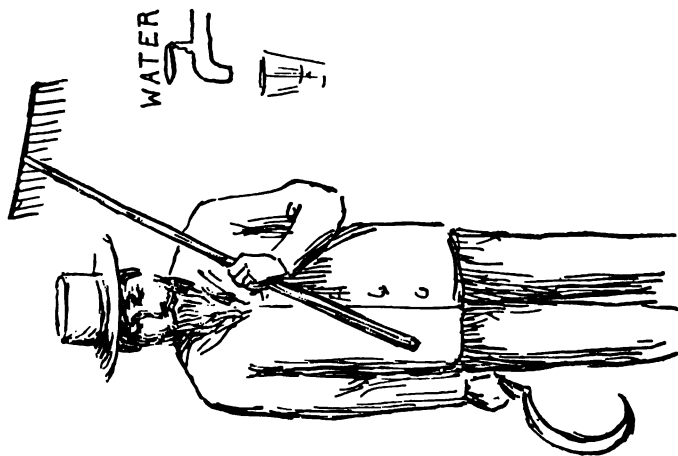
Information was gained from all sources. Copies of the "Illinois State Election Laws" were obtained. Sample ballots, notices of registration, and notices of the opening of polls for voting, that had adorned the backs of barns and fences in the neighborhood since the fall election, were brought in and helped materially. The board of election commissioners found that their duties were not few in number.

The preparation of ballot boxes, books for registry of voters, the printing of ballots, setting up of booths in the different precincts, appointing of judges and clerks of election, took both time and energy, and was only accomplished through hard work.

The day for registration of voters came and it demonstrated the fact that the village of Port had no citizens not anxious to



CITY ALDERMAN -



Village Trustee



Before
City Government.



After
City Government.

avail themselves of that right which is the basis of our free government. Here I might say that as far as the rights of franchise are concerned, the village of Port is a modern Utopia.

The room was divided into two precincts, the aisles were named, the seats of pupils and teacher were numbered and each registered from his or her seat in the room. Considerable electioneering was done by both Anti-Reform Party [those wishing to retain their present village organization,] and Reform Party, those wishing a city government.

A lad asked if they couldn't do some electioneering and I assented. Just then I was called from the room. Upon returning I found that it had indeed begun. I recall two pictures that had been drawn on the blackboard. One was that of a man evidently a farmer, rake in hand, a long spear of grass in his mouth; in the background, running from a faucet was a stream, marked water. Over this was written "Town Trustee." Beside this picture and done by the same hand was another figure of not symmetrical proportions. No hay seed in his mouth, but rather a cigar, held at an angle to give the toughest appearance possible. In the background, a round fat bag labeled "Boodle," and that which flowed just as freely from the faucet was not labeled "water." Over this was written "city Alderman."

On another board was the picture of a country house well cared for, surrounded by trees;—over the door the sign "groceries." Before this was written—"Before city government." Beside this picture was the picture of the same house, no longer well cared for. Chimneys broken down, blinds hanging, boards loose, even the trees told of the change of hands. The sign "groceries" had given way to one which in our day greatly outnumbers it. Across the door was the notice, "closed by the sheriff." From the top of the house floated the auctioneer's flag. Above this was written "After City Government."

The day of election brought all in early. Polls were open from 9 to 10.

The result showed the truth of one boy's statement, that there would be no fun if everything went through all right.

He was a good leader and led the anti-reform party to victory. Another election was called which resulted in a victory for the reform party. Some one has suggested that the children were truly American in that they were not conservative and followed the leader.

Both parties held primaries where delegates to nominating conventions were elected. They talked platforms and instructed the delegates who were to go into these conventions. Before these primaries were held, the subject of primaries, their purpose and place in our political scheme, was the subject of the recitation for the day. One little fellow put the whole matter in a nut-shell when he said, "If you don't nominate bad men you don't have to vote for them." The elective officers of a city government were nominated in these different conventions.

On the first Tuesday in April, election day in Chicago, an election was held in the village of Port.

Upon the close of the polls, ballots were counted by judges, properly strung on wire in lots of ten, tally sheets were kept by clerks and all returned to ballot boxes which were properly sealed and handed over to the election commissioners, who in turn verified the count.

The inauguration of city officers proved to be a time of considerable enjoyment and profit, and showed that the children were alive to the importance of the occasion. The oath of office was administered to those about to take up the reins of government. The mayor's list of appointments was confirmed, and then there came a call for "Speech from Mayor Ewing." This was a surprise to the mayor but he rose to the necessities of the occasion and made a good speech for a boy. All the other officers, elective and appointive, were called upon and responded, and even though they said but a few words, the effort made counted for good.

Up to this time I had not realized to what extent the children intended to govern themselves and I do not know

that they thought of assuming as much control as they have. In fact their ambition on the start seemed to be to elect officers, make laws, break one of these laws and end with a trial.

I have not said nor will I say you may have this power or you may take charge of this or that. But I find that the health commissioner is instructed to properly ventilate the room, regulate the temperature and to look after what so ever things will add to the comfort of the pupils.

The commissioner of public works is alive to his duty. He was selected to fill the place because of his ability to handle a saw and hammer. Through his efforts we now have an aquarium made by the pupils and paid for out of the city treasury.

Under him is the park commissioner who has under her charge the garden plat in front of the school. In this garden plat offenders against the laws made by the board of aldermen, are allowed to work out their fines.

A superintendent of maps is instructed to see that all maps put on the boards for historical or geographical purposes are put on well. Through the efforts of the superintendent of streets I am not compelled to so often remind the children that scraps of paper and pencil sharpenings do not add to the good appearance of the room.

My pugnacious superintendent of police, who in his inaugural address thanked the mayor and aldermen for appointing him to the office, and closed by saying that "The first one I catch chewing gum I'll nab," frequently asserts his prerogatives. There seems to be on the whole, a desire to obey such laws as are laid down by the city council.

As to the knowledge of the facts of government, this class knows more than any class I have ever had.

Just what authority, what power will finally be in the hands of the pupils, I can not say; but this I can say, this I know; the work has brought me nearer to the children. It has placed us on common grounds.

HARRIET DYNAN,
Lawndale School, Chicago.

IS YOUR CHILD IN THIS SCHOOL?

"There is no more important question before us to-day than the ventilation of school-rooms. Pure air under all conditions of life is an absolute necessity ; but when thirty, forty, fifty or even sixty children are shut up in a school-room, many of them coming from homes where the bathtub is a luxury unthought of, and often the garments are worn day and night, perhaps unwashed for weeks, only the most complete forced ventilation can keep the air decently pure.

The problem is intensified when we remember that to the impurities arising from the usual causes, we must add those from catarrhal breaths, diseased stomachs, decayed teeth and uncleanly persons. The chalk dust from the blackboards must not be forgotten. It is a very liberal allowance to say that in the average school of forty pupils where there is no ventilation the air is unfit to sustain vigorous life at the end of the first five minutes. You will find many a room twenty-eight by thirty-two by twelve heated by a vicious stove, or an equally vicious hot-air furnace, and absolutely with no means of ventilation, except by lowering the windows. This the teacher hesitates to do, because a blast of cold air slays like a sword.

I say, no means of ventilation. Possibly you will find a hole in the ceiling, seven by nine inches in size, or one of the same dimensions in the side near the chimney, which for ventilating purposes is of no practical value.

Possibly you will find that the school authorities have dispensed with the out-door recess, and that the teacher has substituted for it a five-minute gymnastic drill, which, as a matter of exercise, is about as beneficial as a long, deep yawn would be. I do not know who first suggested the idea of abolishing the outdoor recess. Whoever he was, he was no friend to the children. There is nothing that can take the place of it.

Go across the room and sit down beside that group of pupils. They are endeavoring to make out their lessons from the blackboard. You can get an indistinct outline of the writing, and that is all. The pupils are squinting their eyes, and

twisting their heads, and straining themselves to make out the writing, but the light strikes the glazed, shining board so as to give them the greatest possible amount of trouble. The time is near when those children must be taken to an oculist and have glasses fitted to their eyesight, which is permanently injured. In accounting for defective eyesight the blackboard must be held largely responsible. In short, the increasing short-sightedness of children is due to defective methods of admitting light, to insufficient quantity in certain parts of the room, or to other causes which admit of a remedy.

Where do these children get water to drink? It is as important to have pure water at the schoolhouse as it is at home. How far is it from the well to the vault? Fifty children, perhaps, must drink from two or three cups. Sometimes the water is passed about and all drink from the same cup. Worse yet; if a child fails to drink all that is in the cup, it is passed to the next or thrown back into the pail. Bah! it makes one sick to think of it, and yet various diseases are conveyed in this way. And the doctor wonders where the child contracted the disease.—*Hon. Henry Sabin, Supt. Public Instruction, Iowa.*

26

Teacher—Do you like to come to school, Willie?

Willie—I like coming and I like going, but I don't like staying between times.

—*Chicago Tribune.*

26

NO TELL-TALE LOCKS.

Johnny—Bin' swimmin' yet?

Jimmy—Nope.

Johnny—Ye hain't? Whatcher 'fraid of?

Jimmy—Gotter git my hair cut first.

A TALE OF THE TOWN.

A LITTLE TOT WHO HAD HEARD THE OLD, OLD STORY OF HOPE.

She's just a little tot; no use to mention her name. Almost every one who has passed to or from the depots has seen her, since the warm sunshine has invited the children to come out and build play houses in the corner of the yard or engage in that other youthful pastime, the manufacture of mud pies. Her face is not at all times as clean as it might be, nor are her clothes as faultless and as fine as those of the child whose parents have tapped the horn of plenty at the larger end. But fortunately nature doesn't deal in the rewards peculiar to the right side of the commercial ledger, and the child in the hovel home may possess as many of its graces as those whose parents count gold by the thousands and dine from a table loaded down with all those dainties so productive of modern dyspepsia and its attendant ills.

The child under discussion is not an ideal creature, but actually exists in the flesh, and no doubt there are a half dozen of her on every street in town. But back and behind the dirt and varied mixture of between-meal lunches on her face are a pair of baby eyes which melt into purity of expression and a twinkle unalloyed by artful caprice, which find a way to peep into one's very soul with all that indescribable power possessed by those who have never been soiled by contact with the world and its ways, or felt the shivering chill of so-called refinement until the warm and hearty grasp of the hand retrogrades into the clammy touch of an Uriah Heap. She is an exquisite diamond from the mysterious mine of nature, one of those of whom the Man of Galilee said: "Suffer little children to come unto me and forbid them not" etc. Time hasn't stolen a charm or planted a wrinkle on her face. She is natural in her childish simplicity and like others of her age who are learning day by day, the story of life with its complexities and surprises, she enjoys the long excursion of exploration to the far corner of the back lot or the inviting flower beds in the adjacent yards.

A few days ago a gentleman was passing along the street and the little one was busily engaged trying to dig a small piece of broken dish from its imbedment in the earth at the side of the walk. She was using a weed and at each effort it broke. The man dislodged the dish, and the exclamation of satisfaction was ample to pay for an hour's effort of any one who hasn't grown cold and forgetful of the pleasures of childhood.

The man picked the little one up in his arms and said:

"Where do you live?"

"In 'at house wite yer" said the child, pointing to a weather-stained cottage about which were few evidences of that relative something known as luxury.

"What is your mamma doing?"

"Her's washin' for aunt Kate to-day. Aunt Kate, her's sick an' can't wash."

"Where's your papa?"

"Me don't know. One day some men tooked him to a drave yard an' he not tum back yet. My mamma says some day we'll go where vay has everfing fine an' then my papa will be wiv us all ze time."

There was a far-away look in her eyes which indicated that she knew something of what she said. There was also that other evidence that about the knee of that mother who slaves as a drudge for a mere existence, the little tot had heard the story of the Cross in tender tones that had burned hope into the little soul.

TOM M. MORGAN,

Editor Charleston Courier.

••

Mother—I wish you would rake up the dead leaves in the yard. Small Sammy—I've got a sprain in my wrist, an' growin'-pains in my right leg, an'—an' cramps in my left one, an' headache and toothache. Mother—After you have raked the leaves into a pile, you may set it on fire and jump over it. Sammy—Whoopee! Where's the rake?

—*Observer.*

A CHILD'S NEED OF SYMPATHY.

As I was writing at my desk this afternoon, I suddenly heard the loud screaming of a child, mingled with the quick barking of a dog. Recognizing the note of fear in the child's cry, I ran to the door, and saw a very small boy standing motionless and helpless and alone, screaming in a very ecstasy of terror, and a dog running away from him.

Remembering my own infant fears, and appreciating the uncontrollable emotion of the wee laddie, I was about to cross the street to comfort and reassure him, when I saw that the little fellow was not without a protector, for a very large man was hastening to his relief. The boy was utterly unable to move, being almost paralyzed with fear, but he held out one little hand towards his father, and pointed with the other towards the retreating dog.

"Did the dog bark at you?" said the big man kindly, in a voice easily to be heard a long distance.

"Yes," moaned the boy, dropping into a more comfortable weeping.

The big man stooped down, and with his own rough hand he tenderly wiped the tears from the little face, and kissed it. Then he comforted the child with kind words, and kissed him again.

"Let him bark at you again," said the good giant, "and I'll fix him! But," he added, "you mustn't run away from me any more."

The little fellow, sobbing still, reached up his tiny hand, and the big man reached down his large hand, and took the tiny one warmly in his protecting clasp, and they went off together.

So many times I have seen the lack of sympathy with childish grief and fear, that I almost trembled when I saw this man coming towards the boy, thinking that he might laugh at him, or scold him. I so earnestly hoped he would comfort the child, that, when I saw his inclination to do so, I was positively grateful to the man, and I had to swallow a big lump in my

throat and brush a mist of tears from my eyes before I could go on with my work.

The man was big and clumsy, and his hand was a hand accustomed to the use of heavy tools; but underneath his rough exterior he had a heart that was gentle and refined, and so full of a quick perception and sympathy that he could put himself in the place of that frightened child, and see only his fear and his need of help.

The child was not more than five years old, but, if he lives to be threescore-and-ten, he never will forget that moment of awful fear, and the relief and comfort that were given him in response to his cry for help. Whatever life may have in store for him, he never will suffer more in one short moment than he suffered the day when that dog barked at him, probably in playfulness, as the tripping feet of the boy ran quickly along the sidewalk.

It is true the boy was in no actual danger, but that did not make his own fear less real, nor his father's sympathy less needed. The fears of childhood are unreasoning and uncontrollable. They cannot be removed by ridicule or discipline. We can hardly realize the sensitiveness of the child to whom everything in the world is new and strange. The instinctive fears that fill his mind can no more be controlled than the instinctive confidence that makes the child walk directly into some real danger. It is only by education that he can be taught the difference between the good and the bad, the harmless and the dangerous, and happy is that child whose parents can sympathize with him first, and reason with him afterwards.

M. ELLA RUSSELL

In Sunday School Times.

30

Mamma—Willie, where are those apples gone that were in the storeroom? Willie—They are with the gingerbread that was in the cupboard.

—Pittsburg Bulletin.

CHILDREN'S MONEY SENSE.

The questions on page 58 of Notes and Comments in May number have a peculiar interest to me, for I have had some experience in this line with my own children. I will answer them first and give my reasons why afterward.

Ought children to have an allowance?—Yes.

Should children be paid for domestic services?—No.

Should children save money for the sake of accumulating?
—Yes.

Are school savings banks desirable?—No.

Should children save to get some important things, as a bicycle?—Yes.

Should work in arithmetic be adjusted so as to develop children's sense of money values?—Yes.

Should children be early given a sense of the economic value of their clothes, books, etc.?—Yes.

Should children be encouraged to give money to organizations removed for their own inner life such as missionary societies?—Not at first,—this will come later.

I give the answers above after the following experience.

Five years ago we were boarding, and my children were aged 9 (boy) and 11 (girl) years. They had no idea of the money value of anything, except candy, nuts, cakes, etc. I thought it would be well to give them a practical education in this line, and one day told them that I would in the future pay them regular wages of \$6.00 per week; from this they should pay their table board—\$4.50 per week, and with the balance they would have to pay for all their clothes, etc. We started at christmas and each put down in a little book under the headings "Money received" and "Money spent," the details of the accounts. Occasionally I would borrow from them a dollar or two for a week giving my note and paying the exorbitant interest of 5 per cent. a week for it. Receipts were given by the children and demanded by them for money paid out, unless there was a sales ticket to file. An extra stock of clothes made it necessary for them to borrow at times and then

they gave their notes as I had done. My boy when less than ten years old came to me one night with "Papa, how much money do you think I've spent this year?" He had just bought a suit and overcoat and had little left.) I answered, I don't know, how much?—"I've had a hundred and ninety dollars, and it's all gone but two dollars and twenty-three cents—it costs money, papa, to live, don't it?" His sister—a quiet child—learned the same lesson. We would often discuss their expenditures and they learned the value of clothes, etc., better than they could have done in any other way. Their mamma, of course, "shopped" for them but they were always consulted or advised.

I simply told them that a certain percentage of the money spent for the family was theirs, paid it to them as wages, often however I gave them an opportunity to do work for me, such as writing out an article I wanted copied, or going on an unusually long errand for which I paid car fare which they would save by walking. The work done for me was planned so it would have to be done during their usual play hours, and so they would learn the difference between work and play.

Neither of the children are stingy but both know how to spend money to get the most good out of it, and both have money loaned at interest. They will walk and give the car-fare to a needy person or give up some longed for pleasure to aid one in distress.

School is not in my judgment the place for savings banks. There children are taught obedience, and the lesson taught by saving, if considered compulsory by them, would be followed only when they were under the eye of the teacher. In order to learn the lesson properly the saving should be a voluntary act on the part of the child.

The act of giving money for missions, for instance, follows naturally after giving to poor or beggars encountered in every day life.

Chicago, Ill.

E. KIMBER.

EDITORIAL.

The California Home and Child-Study Association was recently organized and is already making a vigorous growth. It emphasizes the home side of Child-Study and not without reason.

The purpose of this organization is to unite all persons, and especially mothers, who wish to keep in touch with the new movement in child study, to stimulate mothers to study their children and educate themselves in the principles and facts that underlie the wisest child-training; to unite home and school more intelligently in the work of Education; to make the home a recognized educational institution, in line with the Kindergarten, the School and the University.

■

The last month has been the month of State Congresses for Child-Study. One can hardly believe that three short years could have accomplished so much in the way of real growth as has been brought about.

Three years ago at the State University of Illinois, at the call of Dr. Krohn, there came together sixty-eight persons from various parts of the State for a two day's Child-Study Congress. Among others there were present John W. Cook, Orville T. Bright, C. C. Van Liew, Wilbur S. Jackman, Bayard Holmes, Adolf Meyer, Col. F. W. Parker, C. A. McMurry and Frank McMurry. We were greatly helped by Professor William L. Bryan of the University of Indiana, who has cooperated with the Illinois Society as a member of the Executive Committee.

■

At this Congress the Illinois Society for Child-Study was formed with less than one hundred members. Now there are about fifteen hundred members and the recent enthusiastic

meetings in Chicago evidence something of the widespread nature of the influence of the Illinois Society. For the first time department meetings were held. The Kindergartners had Miss Wheelock of Boston, and Miss Hughes of Toronto, to address them in addition to the large array of Illinois Kindergarten talent. Nowhere have kindergartners been so thoroughly in sympathy with the Child-Study movement. In fact a Child-Study Meeting in Illinois does not begin right unless we have present Miss Bryan, Mrs. Putnam, Miss Payne and Miss Allen, and the Illinois Kindergartners have even fought for us Child-Study people at kindergarten conventions.

■

There was also held a series of mother's meetings in connection with the last Congress. A Sunday School Department was formed and for once Sunday School Teaching was considered from the point of view of the child, his real growth and development, mental as well moral, in other words, his whole character; rather than as a mere creature to be tossed about by wind of doctrine and to suffer the penalties of the old couplet

In Adam's fall,
We sinned all.

■

It will mean so much to the children and to the church as well when the Sunday Schools are so organized as to have teachers well equipped—i. e., who know children and who know methods of approach to the child's mind more pleasant than the mere lesson leaf question and answer monologue that has so long wearied the child, and who know material with which to appeal to the aesthetic and moral sense of the child more detectable and more patent than a recital of the doctrine of original sin! It is becoming more and more evident that the Sunday School is going to incorporate the best that is in the methods of the modern week-day School.

Editorial.

The general meeting held in the Schiller Theatre was simply marvelous. No educational meetings were ever held when so much intelligent enthusiasm was manifest. Certain it is that such meetings as those of the recent Illinois Congress will prove epoch making events in the onward movement of the Educational forces in the Central West.

■

Ten States were represented by delegates at the last meeting of the Illinois Society, and several thousand persons attended the sessions held, as they were, in different parts of the city. President G. Stanley Hall gave his address on "*Adolescence*" and this was the best feature of the whole meeting. As never before the physicians took part in these meetings. Drs. Christopher, Bayard Holmes and Clarke Capen deserve especial mention in this connection.

■

It is impossible to give a synopsis of the addresses at the various meetings held during the week. We have arranged for the publication of several of the addresses and we believe this will be more satisfactory to our readers.

■

Col. F. W. Parker, who has been identified with the Child Study movement from the very first, even outdid himself in preparing the excellent program of the recent six day feast.

■

At a meeting of the Council of School Superintendents of the State of New York, at Utica, 14 to 16 October, 1896, a resolution was unanimously adopted requesting the State Superintendent of Public Instruction to nominate a committee re-

presenting the various educational interests in home, school and college, to proceed with the organization of a New York Society for Child-Study upon a broad and reliable basis. The Committee being duly named met at Utica, May 22, 1897, and formulated plans for a Society of the proportions intended in the resolution calling for the appointment of the Committee. It is the purpose of the Society to bring together educational workers in every field in home, church, school and college. There are to be two general meetings a year where all educational interests will be represented upon the program. The Society is to devote special attention to the formation of local centers for Child-study work among teachers and parents, and it is to prepare plans for study to furnish such centers to guide them in their work. It is the plan to keep a record of the work done throughout the State, and for this purpose there is to be a salaried Secretary. The Society proposes also to act as a bureau for the distribution of Child-study material throughout the State. The first meeting is to be held in New York July 2. Professor M. V. O'Shea is to present a paper upon the purposes Scope and Methods of Child-Study, outlining the field of work for the new Society. This will be discussed by Dr. Lyman Abbott, of New York. Dr. Albert Leonard, of Binghamton, Dr. Cattell, Professor of Psychology in Columbia University, Hon. Charles R. Skinner, Superintendent of Public Instruction, Miss Jennie B. Merrill, Supervisor of Kindergartens, New York, and others.

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TO THE EDITORS:

I find *The Child Study Monthly* of much interest and profit. I enjoy very much some of the little incidents of child life which you print. One or two have come under my notice, which might possibly interest others.

The teacher in one of my lower grades was trying to give her pupils an idea of fractions. She drew a circle on the black board and said to a little girl: "Floy, suppose that circle were a pie, and your mother told you you might have a quarter of

it. Go to the board and mark off a piece the size it would be." The little girl marked off one piece which would be about one-fifth or one-sixth, and the teacher said: "Now, do you think that is a quarter of the pie?"—"No, but it is all I could eat."

■

The illustrations in our Readers do not always give a perfect idea of the word they are supposed to illustrate. The word *Man* was illustrated by a very small picture of a man. A little boy came to the word and knowing the letters spelled them out M—a—n, and then stopped. The teacher said: "What does that spell?" The little fellow looked at the diminutive illustration and said: "Kid!"

■

A teacher in one of our country schools had forbidden all throwing of stones. One noon a little boy was hit with a stone and hurt. He told the teacher who had thrown the stone, and the teacher at once investigated. The accused said he did not throw the stone. But the testimony of others convicted him of both throwing the stone and lying. So the teacher went off across the school yard to cut a whip. The culprit followed and while the teacher was cutting a whip hunted around in his pocket till he found a nickel—the sum total of his wealth—and said to the teacher: "I will give you five cents if you won't whip me." The teacher was not to be bribed and the whipping followed.

Very truly,

D. A. DENTON,

SUPT. OF SCHOOLS,

Sparta, Ohio.



"O, mother! Two more explorers have set out for Africa"

"Well, why should you worry over that!"

"But they'll make the geography bigger!"—*Fliegende Blätter.*

NOTES AND COMMENTS.

**Modern
College
Education.**

Does it educate? is the question asked by John Brisben Walker, Editor of "The Cosmopolitan," in the April number of that magazine, in the introduction to a series of articles upon the "value and defects of the education in vogue at our great universities." The series is to proceed upon the hypothesis that all education is intended to bring man or woman into a condition of mind and body best calculated to produce happiness. In the introductory article, Mr. Walker says: "If a commission made up of good men, from all classes of useful work, were to be brought together to formulate that scheme of education best calculated to meet the requirements of every-day life, as it will be at the beginning of the twentieth century, they would probably begin the work by tabulating the various branches of knowledge, putting first that which seems most essential, and next that which comes second in value." Imagining himself a member of such a commission, this is the substance of Mr. Walker's

■

**Scheme of
Education.**

It is divided into nine groups, in the order of their relative importance.

These groups are named:

- | | | |
|------------|-----------------------|--------------------|
| 1. Wisdom | 4. Languages | 7. Citizenship |
| 2. Life | 5. Accomplishments | 8. The Arts |
| 3. Science | 6. Prep. for Business | 9. Manual Training |

Each group is subdivided as follows:

THE WISDOM GROUP.

(a) *Ethics*. The general principles of the professions, in the form of a course of lectures for and against each profession.

The practical lessons taught by the study of weak and strong characters would be given in the form of analyses of ambitious, useful, wise and unwise men, and the study of novels, etc. etc.

(b) *Love*. Relations of the sexes. What attraction means. Selecting a wife. Courtship. Conditions of married happiness. Relations with fellowmen. Good feeling necessary to place in society. Organized bodies. Business relations, etc.

(c) *Business Principles*. Difference between right and wrong trading. What constitutes legitimate business in various pursuits?

THE LIFE GROUP.

(a) *Physiology*. Animal and vegetable.

(b) *Mental Phenomena*. General principles. Recognition of inherited tendencies. Self control. Cultivation of temper. Just estimate of our abilities.

(c) *Science of Health*. Prevention and treatment of disease. Exercise. Athletics. Food.

THE SCIENCE GROUP.

(a) *Mathematics*.

(b) *Mechanics*.

(c) *Chemistry*.

THE LANGUAGE GROUP.

(a) *English*. Complete course in literature. Practice in all forms of writing likely to be useful. (In a foot-note, the editor of *Cosmopolitan* alleges that "*It is freely confessed by the professors in charge at the leading universities that they cannot obtain for their young men sufficient time from their other studies to do justice to English*")

(b) *French*. Sufficiently thorough to open up the literature of the language.

(c) *German*. Same as French.

(d) *Dead Languages*. Going beyond the rudiments only in the cases of students whose abilities enable them to carry Greek and Latin after mastering the more important French and German.

ACCOMPLISHMENTS.

(a) *Voice Culture*.

(b) *Conversation*.

(c) *Charm of manner*.

(d) *Memory Culture*.

(e) *How to walk*.

BUSINESS PREPARATION.

(a) *Study of Organization*. General principles of. Best examples of, in manufacturing, government, transportation, store-keeping, newspapers etc.

(b) Keeping accounts.

(c) Filing papers.

(d) General ideas of legal responsibility.

CITIZENSHIP.

(a) Duties of a citizen of a republic.

(b) Practical citizenship.

- (c) Dependence upon good government.
- (d) Other forms of government.
- (e) History.
- (f) Political geography.

THE ARTS.

- [a] The mechanical arts.
- [b] The fine arts—1. Drawing 2. Music—rudimentary, only, except when talent is shown.

MANUAL TRAINING.

- [a] Useful forms of.

■

**Voice
Culture**

The fifth of Mr. Walker's "groups" will be looked upon, by many, perhaps by most, as a good list of "electives," for Vassar or Wellesley, but hardly to be considered at Chicago or Champaign or Harvard. And yet many a man has found his way made shorter, and his success more ample because he happened to be the possessor of a smooth, pleasing voice and that "charm of manner" which is included in the list, while many a man of greater intellectual gifts has been handicapped by his mouth—so to speak.

■

**American Education
Lacks Organization.**

The first article in the series thus introduced, is by President Gilman of Johns Hopkins. The distinguished writer assumes that "American education is still far behind-hand," but finds in the improvements of the last forty years ground for the belief that great and beneficial changes are at hand,—are now in progress—in schools of every grade.

"Underlying all our deficiencies," says President Hopkins "there is the want of organization and correlation. It is not likely that American education will be satisfactory to the most thoughtful people, until it is far more systematic than it is at present." * * * * * "We lose now a great deal of time at every transfer station. Every higher grade blames the lower for not affording better preparation. For example, not long ago when the teachers of a celebrated university set forth the pitiable English of the under graduates and threw the blame on the fitting schools, they passed the complaint on to the grammar schools; and they to the parents; so

that it really seemed as if Dr. Holmes' witticism was true, 'To become a good scholar, be sure to have good grandparents.'

■

A Portrait from Real Life. Here is a picture which will do for half the college youth and three quarters of the high school boys in America. "He is not conscious of strong inclinations toward any particular calling, or of marked aptitude for a special pursuit. But other boys go to college. * * * * He goes with the crowd. In college he is either submitted to the rule of the curriculum, or he is left free to choose his path through the thicket of "ologies." His parents hesitate to advise him—'colleges have changed so much in recent days.' His teachers (most of whom are little older than himself, and have had no experience of the world but that of their own brief academic life) have no confidence in their own judgment or do not think it any part of their business to direct his course. Are they not advocates of "electives?" So the young man floats on, avoiding difficulties, as a rule, instead of mastering them, and attending to duties in a properly perfunctory way, but not enjoying his intellectual opportunities half as much as he does his companionship with his comrades. At length he wakes up to find that he is almost, if not quite, 'of age' and about to hear the valedictory which closes for him his college course. Then he is aroused and perhaps half-frightened. He decides without much reason for his choice, to follow this or that career, and so he launches into life. Often he discovers, when it is too late to seek a remedy, that he has made a mistake, and it is quite possible that he will remain for life the half-hearted and ill-rewarded follower of a career which he ought to have shunned, for he might have been happy and successful in another."

◆

No Remedy. Alleviations Suggested. Emerson has pointed the way. Individuality. Persons by themselves more and persons in classes less. We must leave institutions and address individuals. Men with gifts for reading character—adepts in the study of older children—broad-shouldered men, of good digestion, lovers of open-air exercise, capable of enlisting confidence and incapable of betraying it, men of high character—should be specifically appointed, one or more in every institution, to be the counsellors or advisers of students.

A Chart of the Ports of Entry Here is a chart which President Gilman calls a list of the ports of entry for which a man of liberal education may set sail.

I. Literary	{ Scholars Teachers Preachers	Lawyers Editors Writers	Librarians School Supt's Supervisors of Charities.
	{ Mathematicians	{ Teachers Architects	Engineers Astronomers
	{ Physicists	{ Teachers Electricians	Mechanics
II Scientific	{ Chemists	{ Teachers Metallurgists	Manufacturers
	{ Naturalists	{ Botanists Zoologists	
	{ Biologists	{ Physiologists Anatomists Pathologists	Physicians Surgeons
III Artistic	{ Painters Sculptors Architects	Decorators Illustrators Etchers and Engravers	Musicians
IV Mercantile	{ Merchants Manufacturers Bankers	Railroadmen Accountants Publishers	
V Political	{ Statesmen Diplomatists Consuls	National Officers State Officers Municipal Officers.	

The Ports Are All Open, But - Except, perhaps, the harbor of politics, the ports are all open. What university is broad enough to furnish training for all of them? Why should not several be doing it? The schedule is suggestive and has already been enlarged and hung on the walls of a number of school rooms. As much as that, at the least, any teacher may do.

The American People, Tested by the Kindergarten Idea. Miss Susan E. Blow, in a recent lecture under the auspices of the Chicago Kindergarten College, defined the aim of the Kindergarten to be "to lead the child through self-expression to self-comprehension and self-mastery," and said that the mis-

takes of kindergartner's arise from a misapprehension of this ideal.

Men and women are what they show themselves to be in their deeds. Applying this test, she said :

"What are we Americans? I will not pain you by an answer, which will simply repeat what other nations say of us. I will not remind you that the rest of the world looks upon our government as an experiment, and that not a few voices are already declaiming that experiment a failure.

"I will not repeat all that is said of our selfishness, our sordidness, our greed, nor of the contrast between our profession of faith in universal freedom and our practices of oppression and bribery.

"Rather will I tell you of the hope that is in my heart, that it may be said of the American people who, having in a hundred years subdued and emancipated a continent, formed the deliberate resolution to subdue and emancipate themselves; that they are the people who, knowing only if men could be made wise and good, was it possible to have a government of the people, by the people, for the people, became leaders in that noblest of all crusades, the crusade against ignorance and sin.

"They are the people who freely gave their money, their time, their lives toward building up by education a nation of freemen.

"Republicanism means universal education or it means nothing, and the only claim I make for the kindergarten is that it is the true beginning of that ideal education to which, in virtue of his free birth, every American child is entitled."



**Color Work
in Schools.**

A description of Heaven, says Henry Lincoln Clapp, in *Education* for May, would be tame and uninspiring without the suggestiveness of beautiful color. The most beautiful imagery of the Bible is laid in color. Permit me to quote one extract: "And he carried me away in the spirit to a great and high mountain; and showed me that great city, the Holy Jerusalem. And the foundation of the walls of the city were garnished with all manner of precious stones. The first foundation was jasper; the second sapphire; the third chalcedony; the fourth an emerald; the fifth sardonix; the sixth sardius; the seventh chrysolite; the eighth beryl; the ninth a topaz; the tenth a chrysoprasus; the eleventh a jacinth; the twelfth an amethyst; and the twelve gates were

twelve pearls, every gate was one of pearl; and the street of the city was pure gold, as it were transparent glass."

That description is especially beautiful and inspiring to one whose memory responds with a clear image to every name in that description. And the matchless colors impress him beyond everything else. If there be any truth in this imagery, then color will be one of the glories of heaven as it is of earth. But our schools have said little about it, and have done little. Perhaps that is the best for the children, especially the girls. I cannot believe so.

■

The First Element of Good Reading. If we can get our boys and girls into the habit of reading with minds alert and active as their bodies are when they play tennis or base-ball,—that alone is worth a four years course of study, for it is the prime element in reading right, and other benefits follow naturally. It is because so few people do read thus vigorously, instead of looking upon reading as a mere idle pastime, that volumes of the classics on most book-shelves are so little worn, and the treasures they hold hardly conceived of by their owners.

■

Worthy of Imitation The School Committee of Holyoke, Mass., has passed the following rule, which is respectfully commended for the consideration of the School Board section at Milwaukee next month:

The Superintendent shall be the head of the schools, and, as such, shall have a voice in the councils of the board and of the various committees. He shall nominate his assistants and the teachers, and have entire charge of the classification, examination, and promotion of pupils."

■

Poor Bleeding Kansas. The summary removal, for political reasons only, of the president and fourteen professors of the Kansas State Agricultural College is a stain on the good name of that State that will remain long after the typical spoils-hunting politician of America shall have become a reminiscence.

**The World
Do more**

It will be hard for many readers of *THE MONTHLY* to realize that the greatest city in the United States has heretofore been without any public high schools except one so-called college for boys and a normal school for girls. But even Father Knickerbocker is at length aroused, and a beginning will be made next September by opening three secondary schools in old buildings, and four new buildings, planned especially with reference to high-school work will be erected next year. They will, of course, be among the best in the country. It is said that applicants for appointment to positions in these schools are pouring in by the hundred.

**The N. E. A.
Program.**

Tuesday Evening, July 6. The Governor of Wisconsin, the Superintendent of Public Instruction, the Mayor of Milwaukee, and the Superintendent of the Milwaukee Schools will welcome the Association.

President Winship, of the American Institute of Instruction, Superintendents Hollaway, of Fort Smith, Ark., Gove, of Denver and Lane, of Chicago, will respond.

President Skinner's address will be upon "The Best Education for the Masses, and Vice-President Dougherty will speak upon "The Study of History in Public Schools.

Wednesday Morning, July 7, James M. Green, Principal of the New Jersey Normal School, will speak upon "The Data of Method" and Mrs. Henrotin, of Chicago, President of the Federation of Women's Clubs on "The Co-operation of Women's Clubs in the Schools." "Education from a Publisher's Standpoint" is the Subject of Gilman H. Tucker, of the A. B. C., and Dr. Alexander Graham Bell, Washington, D. C. will speak on "The Education of the Deaf."

Wednesday Evening, President Edwin A. Alderman, University of North Carolina, will talk about "The Christian State; Jane Addams, of Hull House, on "Foreign Born Pupils in Primary Schools," and Bishop Vincent, on "Tom and his Teacher." Thursday Morning, July 8, will be the great session of the entire convention, at which time "The Rural School Problem will be discussed by Professor Hinsdale, of Ann Arbor, Commissioner Harris, Superintendent Henry Aldin, and Professor Kiehle, University of Minnesota. The speakers are all members of the "Committee of Twelve."

Thursday Evening, "Higher Education in the South," and

"The Democracy of Learning" are the topics and President Winston, of the University of Texas, and Lyman Abbott, the speakers. The "reception" by Citizens of Milwaukee occurs Thursday Evening, also Friday Morning, preceding the "Educational Roundup," Clinton Scollard reads a poem "The March of the Ideal." Then come the fifteen minute speeches without manuscript, Pearse, of Omaha, Corson, of Ohio, Miss Reel, of Wyoming, Greenwood, of Kansas City, Foshay, of Los Angeles, Hughes, of Toronto, and President Canfield are the speakers. President Harper's address on "Waste in Education," occurs Friday Evening.

~

THE EDUCATED LITTLE GIRL.

See the little girl !
 Is the little girl educated ?
 The little girl isn't a thing but educated.
 The little girl has been to school during a series of years
 and learned to paint a hollyhock.
 Why does the little girl spend so much time weeping ?
 The little girl weeps because the hard, cruel, thoughtless
 world doesn't match her hollyhock.—*Detroit Tribune*.

~

A teacher requested each of her class of small boys to bring in three items of information about the river Tay that they could prove to be facts, and received from a bright seven-year-old the following: "I have lived near it, I have sailed over it, I have fallen into it."

—*The People's Journal*.

~

THE 3-YEAR-OLDS.

Alas, poor infants, what an age
 Of sorrow do you strike—
 Too big for baby carriages,
 Too small to ride a bike !

—*Washington Star*.

HOW A STORY AFFECTED A CHILD.

A REPLY TO DR. CHRISMAN.

Editor CHILD-STUDY MONTHLY:—

I have just finished reading Mr. Chrisman's "How a Story Affected a Child." Having studied children with much earnestness for some time, under story-influence and other circumstances, I feel impelled to point out the flaws in Mr. Chrisman's investigation which to my mind totally invalidate its results and render his conclusions without value. My belief that so earnest an investigator as Mr. Chrisman will take no offense at the criticism of another truth-seeker, emboldens me to undertake that most audacious and delicate of tasks—the telling a father his error in teaching his child. Little O. suffered not from the fairy tale but from "scientific experiment," not from an over stimulated imagination but a too decidedly materialistic guidance. According to the record, up to the 13th day after the telling of the story, its influence as set forth, in the child's remarks seems quite normal and to my mind, satisfactory in effect. Thoughts of the beautiful pictures the story produced in her mind being the most prominent. The conversation upon this 13th day beginning, "Mama, where did you get me?" cannot in any way be justly attributed to the effect of the story, since all children, [at least all I have ever known or heard of] ask that question again and again, and usually begin to ask it at this age.

Let us consider for a moment what this question means to the child. Is she not trying to fathom time, eternity—God? It seems to me this is her first conscious efforts to grasp eternal truths. She does not really mean, whence came this physical body for that is not the real I, whence came I? The question is of the gravest importance. She is trying to reach out and connect herself with the All—Life. The answer given by the parent is of vital importance. It forms food for the spiritual life. Of course each parent must formulate this an-

swer in accord with his own conception of life and truth, but two elements it *must* contain if it satisfy the hungry soul of the little questioner. First, it must show sympathetic appreciation of the question, and second, it must be the truth. Not necessarily a bald and literal presentation but such a one as will encircle all the truth. Hence the good mother's common answer, "God sent you to me," is to most of us a broad truth. To some it might not be such. "I loved you so much that you came to me," was the form of truth one mother used. In Mr. Chrisman's sketch all the replies recorded in answer to this question are negative. "I just can't tell you"—No, I can't"—"No, I don't think I did"—"No, I didn't pay anything for you." There is nothing there to help the child get hold; nothing to lead to a later conception the unity of life; nothing even that tends to encourage or open the way for further thinking in this line. [Yet man must think upon it while he thinks at all.] You have doubtless noticed that there is no child of this age but what believes that he has always existed. So little O. goes on to piece out some sort of mental picture for herself. Aschenputtel has figured in her mind and the idea of two mothers has clarified her conception of past and present. So she arranges her story of a past condition. Her story is most interesting, whether we view it as would a theosophist, as an evidence of former existence, or merely as the fruit of a dear baby imagination. Under the conditions imposed upon her by her own account of former living, her own mother is a second, a step-mother. But she loves *her* step-mother and the contrast between her step-mother and Aschenputtel's step-mother seems to be the burden of her thought from the 26th to the 50th day during which period she refers to the matter four times. In this last conversation she goes back to the beautiful phases of the story. She says, "—it fit her. And it was so nice." "Aschenputtel didn't have to work in the kitchen any more" [i. e. goodness and beauty through patience and forbearance passes to circumstances in accord with its nature.]

The pictures are, however, growing dim in the little mind.

She begged to have them renewed—but the request is not granted. Up to this point no evidence of any abnormal result or effect is observable. From the 54th to the 63rd day, she referred four times to the story, each time in a rather morbid manner, seeming to hold only the minor strain of the tale. This seems to be the first trace of the abnormal and to my mind it seems probable it would not have appeared if the story had been retold and the bright and beautiful pictures thus recreated—and dare I add? that in the unsatisfactory answers given to her question, "Where did you get me?" I find the germ for the somber interest in step-mothers, since the little mind turned inward, evolved as it were this relationship between herself and her own mother. [It is not an uncommon thing for children of a certain temperament to believe that in case of any slight misunderstanding or estrangement their own mother is a step-mother.]

Mr. Chrisman's belief that to the story is due the child's question about death is not justifiable. This is simply the next question after one of birth and is common to all children surrounded by sympathetic adults to whom they dare to put the question. With his answer to this little voyager upon the great sea, whose only ports are eternal verities, I have serious quarrel. It is absolutely materialistic and unsatisfactory as the child attests by disregarding it altogether. Of course it is almost as great a mistake to fill a child's mind with ready made angels, thrones and general paraphernalia for a Miltonic paradise as to leave her cut off, alone and miserable with the thought that death is all; almost but not quite. Nature has provided us with a most significant symbol for the questioning child, in the worm, the chrysalis and the butterfly.

Suppose that instead of letting little O. see mental pictures of the animal when she had gone, he had told her of the little worm that lived on green leaves through the summer days and seemed as busy and happy as a little busy body could be. It swung in the breezes and bathed in the sunshine and dew, and ate just as fast as it could. One day it lay still for a long time. Then it just began and rolled the edge of the leaf over

itself and was perfectly still. It did not even breathe. A little child who saw it said it was just a dead leaf, but his mother told him to watch and see what would happen. He watched and watched. One day something moved and—[the children often say the worm came out] a beautiful butterfly with soft bright wings came out. After stopping a few moments it spread its wings and sailed away.

That a creature can go to sleep a worm and awaken a butterfly is a wonderful thing to man or child. With her question of death answered by this truth filled to her comprehension, O. would hardly have gone into the gruesome details of the sickness and death of Aschenputtel's mother. If, as some children she had analogized quickly she would have asked, "Did Aschenputtel's mother awaken with wings—an angel?" If a perfectly scientific answer is desired one could have said "We know what the worm did. What do you think about the mother?" The child would believe that she too awakened.

If it should in time be that science proves beyond any doubt that death and breath are all, still because the primitive races have always held to some belief in immortality, the child has a right to be protected in that belief—until he shall have passed beyond it into the full possession of the world's latest wisdom. O's abnormal thoughts upon death were not due to the story, but to the inadequate answers given in response to her questions. She asked for guidance—to be led on. The conversation on the 96th day is more of the child's effort to solve the problem of time and connect herself with the great current of life. On the 116th day she is grappling with the greatest of problems—love. Had her gropings for light on vital questions been answered in such a way as to broaden and clarify her ideas of love as the great bond of the universe, this conversation would have been quite different.

Mrs. Chrisman herself here completes the climax of the tragedy by answering the pitiful question, "Did her father love her—did he kiss her?" with "I don't know." Children live in a "make believe" world, where they personify all that interests them, and O. is feeling Aschenputtel's loveless condi-

tions with all the strength of her own desire for love. To have been sure that the papa did love and kiss her and better still if Mrs. Chrisman, could have felt it true that the dead mother still greatly loved her little girl, would have changed the sobs to smiles and the tragedy into a wholesome life lesson.

O's peculiar absorption in this tale, one not very well adapted to a three year old, points out in my mind that her life was not full. She need more to think of companions of her own age, or things to do or even possibly more tales.

No one will claim that all tales are good for all children any more than is all food. There must be intelligent understanding and selection, but in this case as cited I believe the re-telling of the story would have eradicated all of the evil that arose from the over-appreciation of the minor sham of the tale, and that the real causes of the child's suffering which make us feel like saying: "away with the whole child-study scheme if children are to be thus victimized, results from the failure of the parents to give spiritual guidance to opening soul, or what is more probable, the withdrawing of parental sympathy and guidance to too great an extent in order to give science the benefit of an experiment worked out without interference. The experiment is a failure because the child is not normal. A spiritually hungry child is as abnormal as one affected by physical hunger.

Omaha, Nebraska.



CAPTURING COLORS.

First the baby's bonnie eyes,
Caught the color of the skies,
Then his little dimpled toes
Took the color of the rose;
But he never seemed so sweet,
Till his little naked feet
Ambled out across the lawn
And caught the color of the street.

—Cy. Warman.

IF YOU WON'T MAKE FUN.

If you won't tell, and won't make fun,
I'll tell you what us children's done.

We have the nicest buryin' ground,
With sticks for palin's all stuck round;
And wooden tombstones in a row
To all our chickens' graves, you know—
We do enjoy our funerals so !

When little chickens die of gapes
We take them up into our laps,
And run where big folks won't find out,
And ask us what we are about !
The chicken's the percessions head
And we all cry because it's dead
And have such fun !
and preachin said.

We dig a grave and drive down sticks
To make a coffin we can fix,
And line with plantain leaves, you know;
We lay the chickens in it, slow—
We do enjoy our funerals so !

And when the grave is patted sleek,
And marked with tombstones made of stick,
Sometimes next day—that chicken—'nen—
We resurrect it up again !
We 'tend like Gabriel's trumpet blow !
But don't you tell I told you, though.—

We
do
enjoy
our
funerals
so !

—*Chicago Evening Post*

AMONG THE BOOKS

A BOY'S BOOK OF RHYME. By Clinton Scollar, Boston, Copeland & Day, 53 pp. \$1.00.

A delightful book of poetry *for* children and not merely *about* children. As the readers of this number of the *Monthly* will observe we have made two selections from this fresh crisp little book with its brisk and breezy rhymes. Mr. Scollar has rendered a great service in adding to the cheer so essentially a part of childhood itself.



A CHILD WORLD, by James Whitcomb Riley. Bowen, Merrill Co. Indianapolis.

Riley's New Book—A Child World is certainly the Hoosier Poet's most notable work. That homely simplicity, naturalness and fidelity to real things, which have made Mr. Riley's books the most popular of contemporaneous literature, are the distinguishing characteristics of the new work.

Mr. Riley has made a somewhat radical departure in the plan of 'A Child-World.' It tells in verse a simple story of so-called country town. The incidents of which are not so interesting in themselves as in the way they are picturesquely described. The scenes are those that are instantly recalled as thoroughly genuine by those who read the book, the characters are real characters, and the happenings are such as would be most natural to such an environment. The story, or the book, opens with the story of a simple home in a country town, and those who know of the author's early life can easily understand that it is Mr. Riley's boyhood home at Greenfield, Ind. There is a reference to the old "National Road," a most important thoroughfare, "long and long before railroads was ever dreamt of." That was in the "good old times," which were so designated by an ancient chronicler "because they're dead and gone." The old home and its surroundings are picturesquely described with all the naturalness and nicety of detail of which the Hoosier poet is so easily the master, and then comes an account of "the old home folks." That all these were real people, that they are described exactly as they were, is more evident. In his poems of and for children, Mr. Riley has been fully as successful as in his reflection in verse of the life of simple illiterate people. In the present work he has given a fresh and striking instance of his genius in both directions. Although it is a child-world that is described—a little world lying in and about a typical country town—there is a background of the elders. It is a child that sees and describes it. Sympathy is the dominant note in the poet's work; and sympathy and insight are chief among the qualities of this poem. Humor, too, is to be reckoned one of the greatest

of his endowments, but it is always a humor that is related closely to sympathy and tenderness.



CARPENTER'S GEOGRAPHICAL READER. *Asia*.—By Frank G. Carpenter. Cloth, 12mo, 304 pages. With colored Maps and numerous Half-tone Illustrations. Price, 60 cents. American Book Company, New York, Cincinnati and Chicago.

In the interest of its subject matter, as well as in its literary and mechanical execution, this new Geographical Reader is by far the most attractive book of its kind. The author, who is an experienced traveller and writer, has here given the results of his recent extended journeys through the different countries of Asia, together with personal observations of their native peoples, just as they are found to-day in their homes and at their work. The plan of the book, together with its charm of style, makes it specially interesting and valuable. The reader is made to accompany Mr. Carpenter on his travels, taking ship with him at Vancouver, visiting first Japan, and then proceeding to the several Asiatic countries in turn. The work is, however, far more than a record of travel. It is a close, intelligent, sympathetic survey of the customs, commerce, religions, government, and surroundings of the various races of the oldest and most interesting countries in the world. Geography is thus studied from its human side, in accordance with the teachings of the best modern pedagogical thought. The interest and effectiveness of the book is greatly enhanced by the illustrations, which are found on almost every page. The work is also supplied with a number of clear, well executed maps of Asia and all its countries.



PLANTS AND THEIR CHILDREN. By Mrs. William Starr Dana, author of "How to Know the Wild Flowers." Illustrated by Alice Josephine Smith. Cloth, 265 pages. Price 65 cents. American Book Company, New York, Cincinnati and Chicago.

In every way, this is a most interesting and attractive book for children, and one which will fill a place now vacant both in school and at home. It consists of a series of easy lessons or readings on the wonders of plant life, written in such a charming manner as to make them as entertaining for children as stories, and their study a delight and pleasure instead of a task. In these lessons the various forms and curious features of familiar plants and trees, including their roots and stems, buds and leaves, fruits, seeds and flowers are all described in simple language easily comprehensible by young readers; and older readers will find pleasure as well as profit in reading about them. These studies in nature are not only interesting and instructive in themselves but they teach, both by example and precept, the

most important lessons a child can learn,—to see, to think, and to observe for himself, and thus become an intelligent student of nature. They will also lead children to an acquaintance and companionship with the varied forms of nature, which will prove a constant source of pleasure and enjoyment through life. No one can read this book even hastily without realizing that the author has accomplished most satisfactorily the object set forth in the preface, of writing so as to stimulate and guide the curiosity of the child with reference to the study of nature while furnishing at the same time a delightful and instructive supplementary reader. The book is fully and most attractively illustrated by the writer's sister, and it is believed that its popularity will equal if it does not surpass that of "How to Know the Wild Flowers."

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BUSHY: A ROMANCE FOUNDED ON FACT.—By Cynthia M. Westover. New York. The Morse Company.

"Bushy" is a charming autobiography, and it is a fine character sketch. The author says that she had little encouragement for that element of innate poetry which ranges from Jack the Giant to the Tempest, but the habit of self-dependence, the perpetual exaltation of the practical, the continuous nearness to nature bring their compensation, nevertheless, in the forced growth of character, and character worth having and worth studying.

The "Review of Reviews," in commenting on the book, says that Miss Westover is decidedly a competent person to write of the success which surely comes to all by pluck and perseverance. With no sense of melody and a voice that all the masters pronounced hopeless when she first came to New York, a poor, friendless girl, fresh from the mining camps of Colorado, she came by dint of twelve hours' work a day one of the renowned church singers of the time.—Certain it is that "Bushy" is a fascinating book of just the kind that all children should read. The Morse Company have brought it out in the very best form both as to mechanical excellence and artistic taste.

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HOW TO READ A PEBBLE. By Fred L. Charles. Published by the author, Austin, Ill. 25 cents.

This is essentially a guide in nature study, and is the product of actual experience in the public schools of Chicago. It is unique in character, serving as a laboratory guide which the teacher can easily adapt to any grade, while at the same time it furnishes her with much practical information, in such a form that it is at instant command. The illustrations are exceptionally good, and constitute one of the most helpful features of the book.

Related subjects, such as the formation of soil, streams, erosion, sedi-

mentation, effect of frost, glaciers, fossils, corals, etc., are discussed in proper connection.

"How to Read a Pebble" will be found helpful to all who wish to do conscientious work in Nature Study.



STORIES OF LONG AGO. Under this title Miss Grace H. Kupfer presents in a new dress about forty of the most interesting Greek myths and legends, written in a charming style, for children from eight to twelve years of age. The book also contains a large number of the best short poems suitable for children, and based on the myths of the Greeks. One is surprised to find how much the greater English poets have been attracted to the subjects of these tales. The book is beautifully illustrated with about twenty reproductions of world-famous statues and paintings. The whole forms a collection of great value for supplementary reading or for home use. The publishers are Messrs. D. C. Heath & Co., of Boston and Chicago.



FRAIDIE-CAT.

I shan't tell you what's his name:
When we want to play a game,
Always thinks that he'll be hurt,
Soil his jacket in the dirt,
Tear his trousers, spoil his hat,—

Fraidie-cat ! Fraidie-cat !

Nothing of the boy in him !
" Dasn't try to learn to swim;
Says a cow 'll hook; if she
Looks at him he'll climb a tree.
" Scart " to death at bee or bat,—

Fraidie-cat ! Fraidie-cat !

Claims the're ghosts all snowy white
Wandering around at night
In the attic: wouldn't go
There for anything, I know.
B'lieve he'd run if you said " scat ! "

Fraidie-cat ! Fraidie-cat !

— *A Boys Book of Rhyme.*

WHAT WILL WE DO WITH OUR BOYS?

There was a small boy close to the window of the bookstore. The youth was gazing at the periodicals with keenest interest and was lost to all the world save the pictures on the open pages before him. Near the edge of the walk was another boy, walking briskly along, whistling, happy, at peace with all the world.

A cable car passed northward and there was still a third boy on the grip. This boy was eating an apple—had consumed about half of the russet, when he noticed the boy at the window and the other boy on the walk.

The youngster on the grip was a Macchiavelli, a diplomat, a skilled intriguer and a villain. He drew back his arm, let go the apple and craned his neck far forward as the half-eaten russet flew on its career. It struck the boy at the window full on the back of the neck and, bursting, distributed its juice and seeds impartially over his hair and collar.

The assaulted one gave a shriek of surprise and rage. Then, seeing the boy on the edge of the walk, he wheeled, rushed at that innocent and inoffensive future president and smote him violently upon the proboscis. The lads clinched and rolled on the pavement, while the car sped by, and the boy who threw the apple contorted himself in frantic paroxysms of uproarious glee.—*The Chicago Record*.



Our subscribers will soon have the pleasure of reading a most excellent article on "Stammering in Children," by Dr. William G. Stearns, Superintendent of the Eastern Illinois Hospital for the Insane.



"What kind of language was that you were talking to baby, just now, mama?" said little Ethel. "That's baby talk, my dear," replied the mother. "And did I once understand that, mama?"

—*Yonkers Statesman*.

CHRISTIAN ENDEAVORERS TO SAN FRANCISCO.

The Denver and Rio Grande R. R., the "Scenic Line of the World," presents to the Christian Endeavorers the most varied and beautiful scenery and the best accommodations of any of the Trans-Continental Lines.

Endeavorers enroute to attend the National Convention at San Francisco, in July 1897, will find it to their advantage to use the Denver and Rio Grande R. R. in one or both directions.

The choice of two routes is offered via that line, using the standard gauge line through Leadville, Canon of the Grand and Glenwood Springs, in one direction; and narrow gauge line over the famous Marshall Pass and through the Black Canon of the Gunnison, in the other. Both routes take the passenger through the world-famed Royal Gorge.

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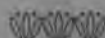


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THE CHILD STUDY MONTHLY

SEPTEMBER, 1897

Vol. III & No. 3

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THE CHICAGO RECORD'S "HOME STUDY CIRCLE."

Season of 1897-8.

On the two following pages is given an outline of the courses of instruction to be offered by THE CHICAGO RECORD'S "Home Study Circle" during the first term of the season of 1897-8. Work will begin on Monday, October 4. The announcement is made well in advance so that readers of The Child Study Monthly may have ample opportunity to inform their friends and neighbors, thus insuring the largest possible attendance from the very beginning of the lessons.

The "Night School" of last season was a very large success. The "Summer School" now in session has attracted students in almost every state in the union. It has received favorable notice from hundreds of distinguished educators, and the masses of the people have been free to acknowledge that nothing so generally good has heretofore appeared in either newspaper or magazine publication. The high character of instruction will be fully maintained in the courses offered for the autumn and winter months. All enrolled students will have the privilege, free of expense, of personal help from professors and instructors.

The Child Study Monthly.

Vol. III

SEPTEMBER, 1897.

No. 3

A Boy's Own Tree.

Beside the wood-house, with broad branches free,
Yet close above the roof, an apple-tree
Known as "The Prince's Harvest"—Magic phrase!
That was a boy's own tree in many ways.
Its girth and height meet both for the caress
Of his bare legs and his ambitiousness;
And then its apples, humoring his whim,
Seemed just to fairly hurry ripe for him;
Even in June, impetuous as he,
They dropped to meet him, half-way up the tree—
And O, their bruised, sweet faces where they fell—
And ho, the lips that feigned to "kiss them well!"

—James Whitcomb Riley.



Children's Purposes.

WITH a view to learning something of children's interests in plants, the following test was sent out to several public schools of California:

"John's father gave him a piece of ground for a garden and said he might plant three plants. Guess what he planted. Why?"

While nothing tangible regarding interest in plants was found, the papers clearly demonstrated the children's motives in planting and were worked up from that standpoint.

We received 232 papers from boys and 260 from girls, ranging from eight to fifteen years.

Some of the papers came from San Francisco and the others from towns in the midst of farming districts.

With the exception of three, all the children considered the question seriously and expressed their own personality in their answers. A country boy of twelve wrote:

"I have a garden home I planted some pansies about a month ago and they are blossomed and ready. We planted some tuberose and they are peeping out all ready. The violets are doing fine. I planted some daisies and they are doing fine too. I got my pansies from a lady in College Terrace who has beautiful ones. I had a willow tree in my garden and it fell down and broke some of my finest rose bushes and lilacs. I have some sweet peas too."

A girl of thirteen, also from the country, had observed the difference between the masculine and feminine minds:

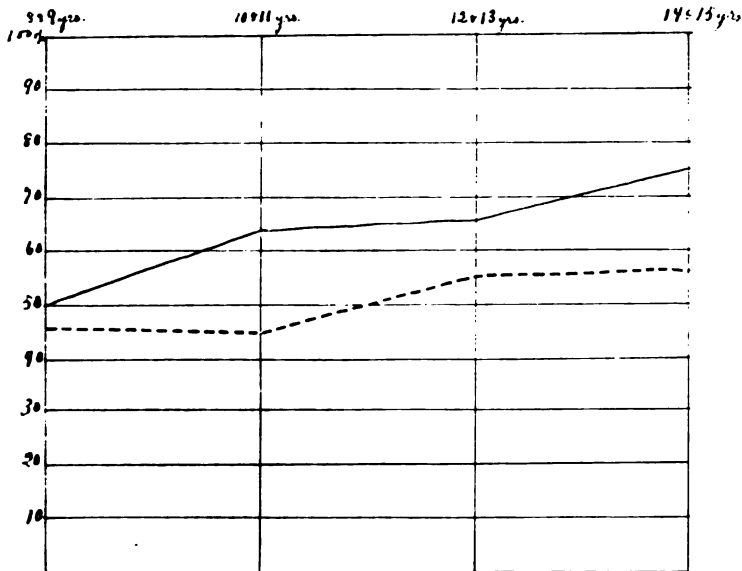
"I think if I were in John's place I would plant something that would be useful, either flowers or vegetables. If I lived in the city I would be certain to plant flowers, as I think the sick and crippled would be very much pleased to receive them. John is a boy, and I hardly think I have a

boy's thoughts. I think he would plant vegetables or something that would be of profit."

The papers were collated under two main heads, "Materialistic" and "Æsthetic," according to the children's purpose in planting. Under "Materialistic" were placed all food products, and under "Æsthetic," plants esteemed for their flowers. Indeed, in the latter class, the children mentioned the blossom only.

The use of the word "garden" in the test may have swelled the ranks of the materialists; for, to the country child, "making garden" suggests the spring preparation of the soil for vegetables. Flowers may bloom around the house all year, but the vegetable domain only is honored with the title "the garden." City children know not this distinction of terminology, and so they would not be biased by the test.

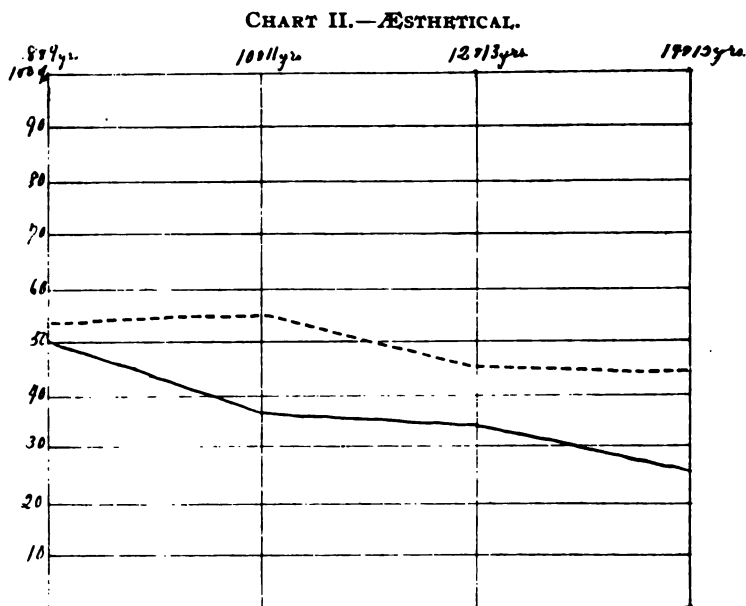
CHART I.—MATERIALISTIC.



Straight line indicates Boys. Wave line indicates Girls.

The boys exhibit a strongly increasing idea of the value of material things, 50 per cent at eight years becoming 75 per cent at fifteen. This corroborates Miss Kohler's statement: "The practical sense seems to be inherent in the boy nature."*

The girls care less for material interests, 46 per cent at eight years reaching 56 per cent at fifteen. Isn't this because boys, from an early age, understand that they must earn their living, and so have their eyes open to the relative value of things, while comparatively few girls have the idea of self-support thrust upon them, and so they are not so keen to utilitarian ideas?



Straight line indicates Boys. Wave line indicates Girls.

The lines indicating æsthetic purpose are just the reverse of those for materialistic purpose. While 50 per cent of

*"Children's Sense of Money." By Anna Kohler. In *Studies in Education*, March, 1897.

the boys at eight plant for the sake of flowers, only 25 per cent at fifteen express a desire for the beautiful. At every age the girls are stronger in their admiration of the æsthetic, 54 per cent at eight years decreasing only to 44 per cent at fifteen.

TABLE A—MATERIALISTIC.

	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.
Food for persons { Boys.....	40	53	63	64	59	32	42	62
{ Girls.....	60	27	50	30	29	54	35	29
Food for animals { Boys.....	20	..	7	6	4	15	4	15
{ Girls.....	..	5	2	9	4	5	6	12
Sell vegetables, } Boys.....	..	..	7	11	16	43	58	31
fruit or flowers, { Girls.....	20	5	2	9	18	32	41	47
Help parent { Boys.....	..	..	..	..	2	2	4	..
{ Girls.....	..	..	7	9	6	..	..	6
Give away { Boys.....	..	..	..	6	2	9	..	8
{ Girls.....	..	5	2	7	4	5	12	12
Miscellaneous { Boys.....	20	7	3	2	6	9	12	23
{ Girls.....	..	5	7	4	6	5	3	18

The numbers indicate per cent. Blank indicates no per cent.

Materialistic Purpose was subdivided into six headings:

1. "Food for Persons."
2. "Food for Animals."
3. "Sell Vegetables, Fruit or Flowers."
4. "Help Parent."
5. "Give away."
6. "Miscellaneous."

"Food for animals" might have been classed with "Food for persons" but that there seemed a different motive in providing for one's pets than in caring for one's self—an altruistic element.

The boys show a more decided interest in food products, but this does not necessarily mean that they are greater gourmands than the girls. It shows that they appreciate the

necessities of life more and the ornamentation less than their more æsthetic sisters. More boys than girls give reasons for choosing certain vegetables. A boy of thirteen says:

"I think that John ought to choose beans, potatoes and onions because I think they are the healthiest food to live on."

There is a marked tendency from ten years upward to derive financial benefit from their gardens. This is an interesting strand, as many explain how John would spend his money. Some would save for a wheel, a horse, or some other desired treasure. A boy of fourteen expresses the sentiments of many children in his paper:

"I think he would choose cherries and peach trees and wheat. The reason for choosing these are because he could sell them and get some money for his work and then he could have some also to spend whenever he wanted to. Besides this he could also save some and put it out on interest or help his father pay the bills of the house."

A girl of thirteen exhibits the more disinterested altruism that creeps out in many papers:

"I would choose cabbage, beans and potatoes, because I could sell them and give the money to the missionary."

We considered "Food for animals," "Help parent" and "Give away" with other altruistic tendencies and will notice them later.

Under "Miscellaneous" were massed such as "corn for popping," "pumpkin for jack-o-lantern," "alfalfa easy to care for," "peas and beans because they grow in pods," "because his father told him to plant something," "wanted to see them grow," etc.

A girl of twelve writes:

"John planted some beans because his teacher asked him to do it, so that he could bring them to school and show them to the children. He also planted some parsley because the cook was always sending him to get some, and he did not like the vegetable-man because he never gave

him any fruit. Next he planted some apples. He used to say: 'I like apples with crackers.' John was a country boy, and nearly all country boys like apples, pears, and all these kinds of fruits."

A paper that did not seem serious falls into this class:

"I think he would plant a bean, a grain of wheat and a honeysuckle, because he wants a Jack the Beanstalk, some bread and some honey."

TABLE B—ÆSTHETICAL.

	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.
Liked flowers { Boys.....	40	27	17	11	4	2	4	..
{ Girls.....	20	27	17	15	22	5	6	18
Beauty { Boys.....	..	33	17	21	18	17	12	23
{ Girls.....	..	32	28	30	18	17	21	24
Fragrance { Boys.....	20	20	7	11	14	4	4	8
{ Girls.....	..	23	7	10	8	10	9	12
Others liked them { Boys.....	..	..	3	..	..	4	4	..
{ Girls.....	..	14	9	4	12	2	3	18
Give away { Boys.....	..	..	..	6	6	6	8	..
{ Girls.....	..	14	4	7	2	12	24	6
Miscellaneous { Boys.....	..	..	3	..	14	11	4	23
{ Girls.....	20	18	17	17	12	15	15	18

Numbers indicate per cent. Blank indicates no per cent.

The Æsthetic Purpose was subdivided into six classes:

1. "Liked flowers."
2. "Beauty."
3. "Fragrance."
4. "Others liked them."
5. "Give away."
6. "Miscellaneous."

Of these, "Beauty" had the greatest number of devotees. Color was the only element of beauty mentioned, almost all the children being satisfied with "because they are pretty" or some similar expression. Had the children

analyzed their liking for flowers, probably "Beauty's" line would be stronger.

Under "Miscellaneous," we have various tendencies. "Decorative purposes" appeal to the boys as much as to the girls, although apparently from different motives. Girls speak of decorating churches and soldiers' graves, while a number of boys desire flowers for "buttonhole bouquets." Most of these lads were over twelve years. Isn't this the period when boys begin to care for their personal appearance? As we have believed that girls take more interest in their personal adornment than their brothers, we would question any conclusion on this matter drawn from so few papers.

It has been pointed out to us that the use of flowers as personal decoration might not be mentioned by boys in regions other than California, where flowers are so commonly worn by both sexes.

Two papers of this class have made an attempt to be humorous. One, that of a girl of thirteen, reads:

"He chose the Johnie-jump-up and Morning-glory and Bleeding-heart. He chose these because his name was Johnie and his heart was almost bleeding when he was told to jump up on a glorious morning."

The other is a boy of fourteen:

"Violets, hysents and lillies, because his father might be a widder and wanted them fore a perty lady."

In several papers we find the embryo patriotic declaimer. A boy of fifteen appreciated his state more than the truth:

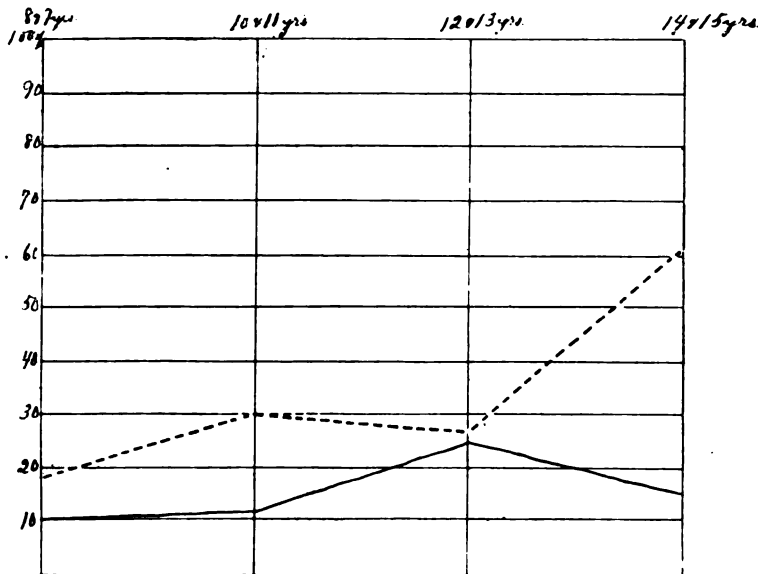
"I think he would choose the poppy, because it is the emblumb of Calif. I think he should choose the violet, because it is the emblumb of Calif. I think he should choose the water mellon, because it is the emblumb of Calif."

A girl of fourteen explains:

"Why I like the red pink is that it is in bloom all the year, and it is one of the colors of our flag, and that color means the blood shed in the war. Why I like the white rose is that it has a frequent odor, and is in bloom nearly

all year, and it is one of the colors of our flag. And it mean purity. Why I like the blue violet is that it also has a frequent odor and comes but once a year and stays three to five months. It also is one of our flag colors. You see I have chosen three different plants and three different colors. These colors stand for our flag. Red and white stripes and blue northwestern corner, where the stars are to represent the number of States in the U. S."

CHART III.—ALTRUISTIC.



Straight line indicates Boys. Wave line indicates Girls.

TABLE C—ALTRUISTIC.

	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.
Massing of altruistic elements Boys . . .	20	..	10	13	14	36	20	10
Girls ..	..	36	33	28	28	24	68	53

Numbers indicate per cent. Blank indicates no per cent.

Combining the "Food for animals," "Help parent," and "Give away" of the Materialistic group with "Others like them," and "Give away" of the Æsthetic, we have the Altruistic Purpose. This--the highest interest displayed in these papers--is much stronger in the girls than in the boys. Miss Kohler found the same true in her study.† A few papers will illustrate the children's altruism.

A girl of ten writes:

"He has wheat, corn and beans. The reason he put these in because his father is a farmer and he want to help his father along with his wheat, corn and beans. They are very poor and John has to help his father."

A girl of nine:

"John put in his garden some daisys, lillies, and lilacs, because they are the prettiest and John liked them the best. He could gieve them away to some poor children, and then they could plant them and have pretty flowers come up. And they would use them nice. They could gieve them to their teacher's."

A girl of eleven:

"He planted a sycamore tree, a peony and a willow. Under the sycamore tree he made a swing, so that his friends could come and play taking turns at swinging. The peony he planted so as to bring a pretty boquet to his teacher and the willow he planted so that on warm days he could have a party and have his schoolmates come and have a nice time."

Another girl of eleven:

"He planted a rose bush, a willow and an oak tree. He said that when the oak and willow would grow larger that he would leave them and go somewhere else and let other people enjoy the cool shade. He said that he would leave the rose bush here so that the people could pick the roses."

†"Children's Sense of Money." By Anna Kohler. In *Studies in Education*, March, 1897.

Only one child, a boy of fourteen, symbolized the garden-making. He wrote:

"John planted a kind hart, a good will and a gentil way. John planted thouse seeds to be good."

From twelve years on there are introduced reasons for John's father's giving him the ground. Among these are: "John was good;" "if he would be good;" "he was lazy;" "he did not take enough exercise;" "his father wanted to teach him to be useful;" "his father was strict and sometimes mean;" and "so he would not play on the street with other boys." There seems to be no difference in the sexes in this desire to find reason for action.

While no new conclusions can be drawn from this study, it raises several questions.

In our desire to give a practical education are we neglecting the æsthetic too much?

Should we notice the difference that exists between the boy's choice of material and æsthetic interests and the girl's?

Does this difference exist because we Americans are too prone to encourage the practical in the boy and the æsthetic in the girl as the proper thing?

Is not this tendency strengthened after school days when the boy is forced to days of toil and the girl has hours of leisure to devote to self-culture?

Has the development of this interest anything to do with the "incompatibility of tastes" that so often results in the divorce court?

Does training a boy to be practical make him become self-centered and make him think less of those fellow-beings who are not within his own narrow circle?

Is the altruistic tendency found most often in one who takes time to appreciate the æsthetic?

What is the relative value of the Love of the Beautiful in this busy fin-de-siecle life?

KATHERINE A. CHANDLER.

Leland Stanford University, California.

Influence.

*Nor knowest thou what argument
Thy life to thy neighbor's creed hath lent.*

—EMERSON.

*Hied them to rural scenes, one summer's morn,
A kindergarten band in strange, glad mood;
A ragged, unkempt crowd of city waifs,—
One fair young girl mothered the motley brood.
With rare, sweet smile,*

*Light touch or soft caress, and gentlest mien,
She flitted 'mongst her subjects—she their queen.
A youth near by watched wondering the while.*

*As still he gazed upon the beauteous sight
The poet sprang to life within his soul,
And, Pallas like, the boy became a man,
Full-fledged, elate; beyond he saw the goal,—
To lend a hand,*

*To sing glad songs of hope for saddened hearts,
Heal up the wounds made by sin's poisoned darts,
Give to mankind a message sweet and grand.*

*Children and guide went their allotted ways;
The poet, too, went his, nor saw them more;
But from that chance encounter forth there sped—
Like circling waves that touch on either shore
From pebble-tossed*

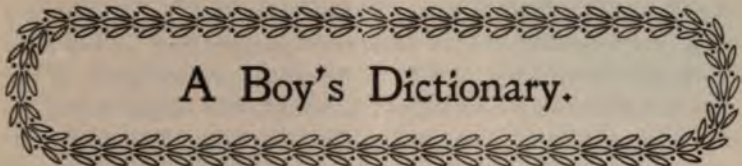
*Midocean from some vessel outward bound—
A current strong whose depths we may not sound,
Nor can its course be traced, its influence lost.*

*We go our devious ways, play our small parts,
Perform our homely tasks, live out our lives;
What watcher sees our deeds we may not know,
Nor what impulse within for mastery strives.
How dare we swerve*

*From duty's path to seek an easier way,
Neglect one task, our hand an instant stay,
Not knowing when it may be ours to serve.*

Humboldt, Iowa.

GAZELLE STEVENS SHARP.



A Boy's Dictionary.

FOUR years ago, during an evening which I passed with a friend, it chanced she showed me, as a sample of something very bright and amusing, a dictionary written by her young nephew. We read the book aloud, and I laughed heartily with her over its contents, but gave it no serious examination. Since that time, having been brought into more intimate connection with children, the thought occurred to me that this same dictionary might be the source of some helpful psychological suggestions. Accordingly, I borrowed the book from my friend a few months ago, and since then have had it in my possession.

Before entering into a consideration of the contents of the dictionary it may be well to submit a few details concerning the author thereof:

Two years this boy spent in the kindergarten, and during his second month at school, before he had attained his seventh year, he started and completed his dictionary, attempting to define in all 215 words. No one had in any way suggested this to him; the idea, as well as the work, was his own; the entire scheme was apparently done for self-gratification and was not to be submitted to his parents until its completion.

In the boy's home there was certainly a Webster's Unabridged, but he was not noticeably attracted toward it, nor was he able to read more than the simple words indexing each page. He had, however, always been particularly fond of his "picture blocks," from which he had first learned to read and to print, taking especial delight in copying and arranging the alphabet down one column of a sheet of paper, with the words beginning with the respective letters directly opposite. As he wrote, he would repeat

At the end of the book there is one sheet devoted to "Names of Boys" and one to "Names of Girls," but these are not alphabetically arranged. Then follows an index to the illustrations contained in the dictionary, but after having reproduced twenty-seven of these, the child presumably found this work somewhat tiresome, and the remaining eleven illustrations are not included in the index. The whole plan, however, displays a delight and power in arrangement and classification.

The boy is now eleven years of age. He is of a slight, short build, fair complexion, with light-brown hair and dark, thoughtful eyes. He is quick and eager to learn, fond of arranging his studies in the form of analysis to test his knowledge of them, and anxious at all times to stand highest in his class, possessing withal the normal boyish love for fun and mischief. Although a very observant child he is somewhat deficient in imagination, a conclusion which might have been arrived at even after an examination of his dictionary, which from beginning to end readily indicates these characteristics of its writer; nor would a very imaginative child have found such pleasure in this slow, plodding occupation. The illustrations testify to the boy's lack of artistic ability, although they ably prove their assistance to him as a means of expression.

In defining words not nouns it is interesting and suggestive to note that his definitions are invariably given in the form of sentences, usually including the word defined and expressive of some *action*, thus: (N. B.—The following words selected and traced from original.)

QUICK IS IF



LISTEN IS
IF YOU LISTEN
TO ANYTHING
AND HEAR IT.

MUST IS IF YOU MUST
DO SOMETHING

MIX IS IF YOU PUT THEM
ALL TOGETHER

MISS IS IF YOU
THROW A BALL AND
MISS IT OR MISS YOUR

SPELLING IN SCHOOL.
DO ANYTHING

YOU SAY YES IT
MEANS YOU WANT
IT.

OPEN IS IF THE
DOOR IS NOT
CLOSED.

OLD IS NOT
NEW.

ON IS IF A SPOON
IS ON THE TABLE

OUT IS IF YOU GO
OUT OF THE HOUSE

YOU SHOULD
DO ANYTHING

YOU RUN QUICK
ROLE IS YOU
ROLE A WHEEL.

REALLY IS IF
YOU REALLY MEAN
SOMETHING

REAL IS IF I SAY
THIS STORY IS REAL

RAW IS IF A PIECE
OF MEAT IS
NOT COOKED IT IS
RAW.

act as if you go to
a house and see them act

SAW IS IF YOU
SEE SOMETHING
AFTER YOU SEE
IT YOU SAW IT

SAY IS IF I
TELL YOU SOMETHING
THEN I SAY IT

TALK IS IF
YOU SPEAK

TEAR IS IF YOU
HAVE A PAPER
AND TEAR IT IN HALF

TEASE IS IF YOU
ALWAYS MEDDLE
WITH ANYBODY

TOLD IS IF YOU
SAID ANYTHING

TALL IS IF A TREE
IS VERY BIG

USEFUL IS IF A
THING IS USED VERY

OFTEN *of these definitions over 75% clearly express definite action*

WITH IS IF I GO
ALONG

UPON IS IF ANYTHING
IS UPON THE TABLE
WE ARE IS
IF I SAY WHEN
MANY PEOPLE ARE TOGETHER
IT IS US.

UGLY IS IF A THING IS
NOT NICE AT ALL

VERY IS IF I SAY
YOU ARE VERY GOOD

WALK IS IF YOU
ALWAYS LOOKE
IN THE GLASS

WEAR IS IF
YOU WEAR
YOUR CLOTHES

WRONG IS IF
YOU MISS YOUR
SPELLING IT IS

WRONG *(GIVE THE CORRECT ANSWER)*

WERE IS
IF I SAY
HUNTERS WERE
HUNTING WOLVES.

YELL IS IF YOU
SCREAM

YOUR IS IF I SAY

YOUR BOOK

YOUNG IS IF YOU
ARE ONLY A
FEW YEARS

Although a comparison of the more abstract words - good, helpful, kind - is interesting, ^{not} much value can be attached to them in the child in defining them, in undoubtedly expressing merely what he learns from his elders :-

GOOD IS IF YOU ARE VERY KIND AND GOOD	HELPFUL IS IF YOU HELP PEOPLE AND DO GOOD	KIND IS IF YOU GIVE THINGS AWAY THEN YOU ARE KIND
--	---	---

From his treatment of none, we see that his thoughts are clear and vivid and in nearly every instance he uses the concept to define the concept :-

ANT is a
little insect
that is black
creeps around in sand

Bell is some-
thing that if
you shake
it rings



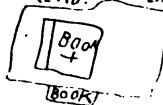
BASKET
BASKET
BASKET IS TO
OR FOR PAPERS.




BIRD
BIRD IS A
INSECT THAT
FLIES

CAVE IS TO
WALK WITH
CAGE IS WHERE
WILD ANIMALS
ARE KEPT.

BOOK IS SOMETHING
LIKE TIEING PAPER
TO READ.



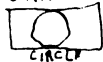
CAT IS A
ANIMAL AS
BIG AS A
LITTLE DOG



CANDY IS SOME-
THING SWEET
TO EAT

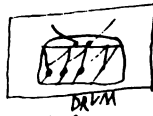
CLOTHES ARE
SOMETHING TO
WEAR

CITY IS A PLACE
LIKE NEW YORK.
CIRCLE IS A
ROUND OR IN LIKE THIS



DOLL IS A MAKE
BELIEVE PERSON
DENT IS IF
YOU MAKE A
QUITE A HOLE
IN ANYTHING

DOG IS A ANIMAL
BIGGER THAN A
CAT.



DRUM IS LIKE THIS
PICTURE TO HIT
WITH STICKS

DUST IS SOME
THING LIKE
SMOKE

DUNCE IS
SOME BODY
WHO IS VERY
STUPID.



ELEPHANT
IS A BIG BLACK
ANIMAL VERY
USEFUL.

EUROPE IS A
COUNTRY.

EYE IS WHAT
YOU SEE WITH
EAR YOU HAVE
ON BOTH
SIDES OF YOUR
HEAD THAT YOU
HEAR WITH.



EGG IS SUCH A
YELLOW
THING THAT YOU
EAT.

EXPRESS IS A WAGEN
THAT TAKES FURN-
ITHER AND TRUNKS



EXPRESS

FRONT IS THE
BEGINNING OF IT
FOOD IS IF YOU
HAVE ANY THING
TO EAT IS FOOD

FUSS IS IF YOU
HAVE A QUARREL
WITH ANYBODY.

FINGER IS WHAT
YOU HAVE FIVE
ON YOUR HAND.



FINGERS.

FOLKS ARE IF VERY
MANY PEOPLE ARE.
TOGETHER YOU CALL
THEM FOLKS.

(This is a family habit. Whenever the
various branches of the family are to-
gether at his mother's house - he invariably
says "the folks are coming to night.")

JAR IS A JAR OF
GELLY

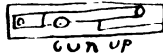


JAR

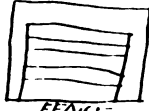
JOCKEY IS A MAN THAT
GOES VERY FAST ON A HORSE



GUN IS WHAT
THE SOLDIER'S
USE TO SHOOT
WITH



GUN UP



FENCE

FENCE IS LIKE
THE PICTURE

GOLD IS SOMETHING
VERY GOOD TO HAVE
(Said by this definition in itself
indicates that gold is really
in the nature.)

GEST IS IF ANY BODY
COMES TO YOUR HOUSE
YOU CALL THE GEST.

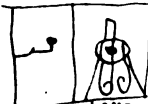
GELLY IS SOMETHING
RED TO EAT

GENTLEMAN IS
A MAN



GENTLEMAN

LIGHT IS SOME-
THING YELLOW
THAT SHINES AND
LIGHTS THE ROOM



LAMP
LIGHT

LINKS ARE

HONEY IS WHAT THE
BEE MAKES. IT IS SWEET



HORNS ARE
WHAT A RAIN
DEER HAS
ON HIS HEAD

HORSE IS A USEFUL
ANIMAL YOU SEE THE
PICTURE



HORSE

HOUD IS A BIG DOG

WHOLE IS IF I SAY
THE HOLE OF ANY
THING

HALL IS IF YOU
GO IN A HOUSE
YOU SEE A HALL

ICE IS VERY COLD
LIKE GLASS



ICE

INK IS BLACK WHAT
YOU USE WITH PEN



INK

NEST IS A BIRD'S HOUSE
LIKE THIS PICTURE



BIRD'S NEST

OAK IS A NAME
OF A TREE
ORNAMENT IS

KNIFE IS SOMETHING
SHARP LIKE THE PA-
TURE



KIDS IS LITTLE
GOATS



LILAG IS A APPLE
FLOWER

LAND IS A ISLAND
OR COUNTRY.

NAIL IS
SOMETHING TO PUT THING TOGETHER

ROUND RINGS
ON A CHAIN



MAST IS WHAT
HOLDS THE SAIL
UP TOP OF A SHIP

MILK IS SOMETHING
LIKE CREAM

MALL IS SOME PLACE
IN THE PARK

NAME IS SOMETHING
LIKE BAD IS NAME
OF A MAN. RAY
IS A NAME OF A BOY.

NUT IS SOMETHING
WITH A SHELL TO EAT.



PEARL IS WHAT
GROWS ON THE
OUTSIDE OF
A APPLE OR
ORANGE AND
OTHER FRUIT
PICKLE IS
SOMETHING
GREEN TO EAT

QUARREL IS IF
YOU BEGAN A
LITTLE FIGHT
QUESTION IS IF I
ASK YOU SOMETHING
AND YOU ANSWER

RACE IS IF TWO
BOYS RUN AND
ONE WINS THAT

STORE IS IF YOU
HAVE A HOUSE
FULL OF TOYS
AND WANT TO
SELL THEM.

VOICE IS IF YOU
TALK AND I
HEAR YOUR VOICE

TOY IS SOMETHING
TO PLAY WITH
TEA IS SOME
THING NICE
TO DRINK

UNITED STATES IS
A STATE

VASE IS WHERE
YOU PUT FLOWERS
IN

SOMETHING
FOR SHOW.

OFFICE IS A ROOM
WHERE GENTLEMEN
WORK.

OX IS A BIG ANIMAL
LIKE A COW

OPERA IS A
HOUSE WHERE
YOU SEE MEN AND
LADIES ACT

PEN IS SOMETHING
TO WRITE WITH INK

PENCIL IS SOMETHING
LIKE PEN BUT IT IS
USED WITH LED.

PUSS IS A LITTLE
CAT YOU CALL PUSS
ALLOW IS WHAT YOU
SLEEP ON IT BED

WINGS A WHAT
A BIRD FLIES WITH

WATER IS TO
DRINK AND TO WASH

YEAR IS 365 DAYS

YARD IS A GARDEN

ZEBRA
IS A WHITE
AND BLACK
ANIMAL



For the book form to give
the same definition :-
SOMETHING

IS A RACE	VILLAGE IS A	THAT SHINES
RING IS WHAT	LITTLE TOWN	IN THE SKY.
YOU WEAR ON	VEIL IS WHAT	THAT YOU CAN SEE
YOUR FINGER	YOU WEAR	IN THE NIGHT.
SKIN IS WHAT YOU	TO KEEP	
HAVE ON YOUR	YOURSELF	
HAND	WARM	
STICK IS IF I	WHILE IS A TIME	
SAY LIME STICKS		

Of the 215 words contained in the dictionary, 42 per cent are nouns, 30 per cent verbs, 10 per cent adverbs, 8 per cent adjectives, 4 per cent prepositions, and the remaining 6 per cent is distributed among conjunctions, articles, participles and one abbreviation—"I'll" stands for "I will." "If," "of," are disposed of as "little weard used with others;" "and" is if you say "And other book." (Here is a caution for more careful enunciation). "An" is if I say "An apple."

Upon an examination of the definitions given—aunt, as, bell, basket, fall, in, knock, miss, open, on, upon, for example, although there are many, many more—it seems obvious that the boy's thinking is done not by means of words, but through the medium of mental images.

His narrow concepts are in the main not due to imperfect discrimination but to lack of knowledge, and recognizing the enduring power of first impressions we can plainly see how urgent it is that we give children examples which clearly exhibit the characteristics of the *class*.

The plan, as well as the substance of this child's work, is replete with suggestions and adds to its pedagogical value. It points clearly to a spontaneous delight in analysis and abstraction. Here is a boy who has little love for the natural sciences; whose best work is done in grammar and arithmetic and who is exceedingly fond of spelling—the very subjects which we are all too ready to taboo as irksome and uninteresting to children. There is nothing abnormal in

this boy—his interests might, upon investigation, prove to be those of any number of other children, and the question would then suggest itself whether, in our present outline of studies, we are not perhaps a little too extreme in our views?

It is not attempted to judge all children by one child; but individual work, such as is presented by this boy's dictionary, may direct us to new channels of thought and spur us on to a more thorough investigation concerning all questions which may lead to a better comprehension of child and child-nature.

FANNIE E. WOLFF.

New York City.

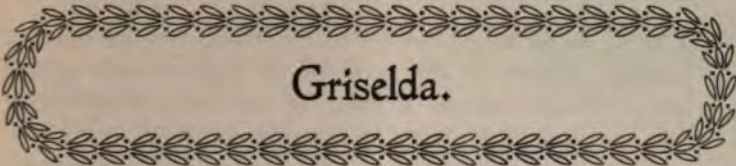


AN UNRULY SCHOOLBOY BECOMES A CABINET MINISTER.

In his memoirs John Sherman tells, without comment, except to say that he was not feeling well at the time, an incident in which he figures as a rebellious schoolboy of fourteen assaulting his teacher. The scene was laid in the schoolroom of Matthew Howe at Lancaster, O. "The boys," he remarks, "did not like his domineering ways." Neither did young Sherman. He was sent to the blackboard one day to demonstrate a problem in Euclid.

"I went," said Sherman, "and, as I believed," had made the drawing and demonstrated the problem. He said I had not; that I had failed to refer to a corollary. I answered that he had not required this in previous lessons. Some discussion arose, when, with the ferule in his hand, he directed me to hold out mine. I did so, but as he struck my right hand I hit him with all the force I could command with my left. This created great excitement in the school, all the students being present, my brother Tecumseh among them."

The result was, of course, that John was expelled. He concludes the account with the remark that later "we had friendly correspondence with each other, but neither alluded to our skirmish over a corollary in Euclid."—*New England Journal of Education.*



Griselda.

A GREAT, wide, low room, with painted cupids playing hide-and-go-seek among the roses on the ceiling; the walls and windows draped in old-rose silk, making a soft, dreamy light, like the rosy sunset just as the sun sinks behind the hills; hardwood floors shining and slippery; here and there scattered most beautiful rugs. Statues whose beauty startles you, so lifelike are they, gleam here and there in the dim light; only two pictures in the big room—one a Corot—the other a lifelike portrait of the owner of this quaint home by a modern Gainsborough.

In one corner a tall old Dutch clock, solemn, sedate, looking on this frivolous generation in utter scorn, and slowly, fearfully sounding its warning in my ears until I shudder with dread and horror at its ghostliness. I would run to the farthest corner in the room, stop up my ears, but the warning would reach me even there. Tic—toc, tic—toc—count your minutes—count your hours—now you're with us—soon the flowers—will hide you—safely keep you—where no one seeks you—tic, toc—tic, toc—said the old Dutch clock. I feel drawn to it, I shudder at it, I love it, I hate it—this old clock so sure of its prey.

On one side of this old room was an immense great blue-tiled fireplace with a great, greedy mouth, where a fire always burned summer and winter. Great logs were piled in and the beautiful, cruel flames danced and leaped for joy in destroying, consuming. And when the logs were reduced to piles of living, glowing coals, such castles of glory could be seen!—and many a time have I wondered if they were real, or if the hearts of the old oaks were trying to show me what might have been if the fire in its greed, and we in our need, had not taken the life imbedded in that grand old tree.

O, these *might have* beens! Just as to-day we see many a life-promise nipped in the bud; human hearts reaching out for better things; minds burned to ashes of discontent; because we lack judgment, perception, and think we know more than the Almighty the wants and needs of a human soul. Too selfish, it may be, to help develop heart, soul, mind that cries to us in its need; the beauty of a life destroyed because *we*, in our might, *will* it so. Oh, blind and perverse generation, in the next life this will not be so, but *all* things shall go towards our best and highest development! The dwarfed soul shall expand like a beautiful flower.

I used to wonder, when a little child, dreamily sitting by the fire, if in the great beyond the old trees would not again come to life and grow into a lovely castle, where the souls who had suffered as the tree did would have room to grow to beautiful proportions, and we, who doomed them both to so different uses, shall see them develop into havens of rest for kindred spirits. Such dreams as these filled my mind—all, I think, owing to that old clock.

By the side of the fireplace nearest the clock was a straight high-backed chair of black carved oak, of foreign make, a century old, as was almost everything in the room. This was my grandmother's chair, who was as quaint as her surroundings. Here is her picture: A little, dark-eyed woman, quick and agile as a cat in spite of her sixty years. A queer, prim woman, of Quaker descent, who never could have been a child herself, and who consequently was almost afraid of one.

On the other side of the fireplace, directly facing grandmother's, was a little low rocker that only one ever occupied—that one, my little cousin Griselda. She was a wee little creature, brown-haired, brown-skinned, brown-eyed, small mouth, with altogether that kind of a face that looks at you like a lost spirit. Her eyes pierce your heart until it swells to overflowing. I can see her now gazing at the fire with all her soul in her eyes, at the pictures there unrolled, and seem to hear her:

"Don't you think the mammas what go to heaven and leave their little girls, *always* come back after them, when they get too tired to play? Don't you, grandma?"

"Why, Griselda, did you get tired playing with dollie to-day, or is anything the matter?" answers grandma. Sometimes she had a feeling that the child was not quite canny, a feeling of superstitious fear possessing her when the child's eyes fastened their gaze on her.

"Oh, grandmother, the doll always tires me, she is *so* silly; she sits and stares at me until I think sometimes I never will play with her again, she is so rude. But you know, grandmother, I loved my mamma so much, and sometimes she comes to my bed nights, all dressed in white, so lovely, and she kisses me and says: 'Be good, dear little one, and when mamma can find the way you shall come and live with her, for the All-Father says so. It's such a beautiful place, dear one, where everyone is happy and good.'

"But, grandma, I wonder why she cannot find the way? Do you think she will pretty soon? That is what gets me so tired—just waiting for my mamma.

"Last night I lay in my bed and the old clock kept saying, 'Soon the flowers will hide you, keep you,' until I thought maybe *they* were keeping my mamma. Some time I will dig them all up and see."

"Oh, no, dear child," answers grandmother, "your dear mamma went to heaven to stay with the dear Jesus, don't you remember? Some time, if you are good and patient, *you* will go too, but what would we do without our little girl?"

"Oh, but I have to go, you know, if they come for me. Mamma was made for little girls, and sometimes I cry and cry, 'cause no one says now, 'Come to thine own mmama, little daughter, and we will talk to the star,' 'cepting when I go to sleep.

"*My* star, you know, winks and blinks at me and looks so wise that I call to it, 'Star, star, tell my mamma to come quick. I'm so lonesome and tired, dear star, and I need loving and cuddling so much.' That's what she used to say—'O, Ned,

dear, my baby only needs loving and cuddling to make her good; thee must not scold her.' "

And as twilight settles on the room and the glorious stars come peeping out one by one, suddenly she leans toward the great window near her and exclaims: "O, see, *that's* my star, the bright one, and its beckoning me! See it! See it! I just believe it's my mamma;" and the big, hungry eyes grow solemn. "God is awful good sometimes, isn't he, grandmother? Of course he wants lots of good mammas up in heaven, 'cause he has so many little babies up there, but I know he will spare mine to come after me—I *know* he will," and she leans back, exhausted with excitement, in her little chair.

Soon again I hear her: "Did you know that Mary Grey had a little brother sent from heaven, and Mary was so naughty to him that he just got up and went back? Was that not awful naughty in Mary?"

Some time after this, when spring had given way to summer, summer grown into fall, we of the family noticed that the child grew more and more fanciful. Every night she watched the stars; every night looked for her mother to come from the great beyond for her.

One clear, cold night she turned to her grandmother and said: "Last night when I went to bed I said, 'Now I lay me' and then I went to the window and called my star: 'Star, come quick; you go tell my mamma I want her *now*.' Then I got into bed and pretty soon she came, but she could not take me yet, she said. You see, they have not room for so many, I guess. She said: 'Very soon, dear little daughter, and then you will live forever with thy great All-Father and thy mamma.' What *is* forever, grandmother? Is it that I *never* will leave them again, never be lonesome? And will I see God and the angels, too?" And the little dark face turns again to the fire with a look on it that goes to your heart.

Night after night I, in my little room near hers, hear the sorrowful cry, "Star, star, tell my mamma I'm waiting," or, "Star, I'm so tired and so lonely, and no one in this big

world cares, they are so busy;" and one bright starry night I hear this: "Oh, star, tell her I'll be careful not to take up much room, I'm so little and I will be *so* good, and work so hard to help, if she will only take me with her."

And the stars shine and shine, and the wind only moans in answer to the heart-broken cry; and the maple seems to say to the oak: "Will she never cease pining for what never comes?" And the great clock answers for the oak: "When the flowers hide her and keep her—the're now seeking her." O, the dear child-heart!—mourning its life away for the dear mother-love denied her. Surely the pitying Father will take you to his own great heart.

The fall slips rapidly into winter, winter into spring, and the dear little form seems more tiny, more frail, when one night she cries to me, "O, Hildagaarde, listen; I hear her voice, 'O, little daughter, so long left to the cold world's care, come hither; all the wealth of love thou cravest waits for thee, to whom my soul has been bound all this weary waiting-time.'"

Plainly the wind bears the message. Then I hear the child: "Now I've got to go,—'cause the starsays so. Everything is ready and there's room for me. Sometimes it seemed as though there was no room anywhere for little girls without mothers, and when the stars went out and it grew so dark, I was afraid they would lose their way and not find me if my mamma sent for me; and then when I was asleep she would come and lay her nice cool hand on my head and say —'Never fear, little one, in God's own good time you shall come with me.' And now I'm going. Are you glad, grandmother? I suppose so—I have fretted so much and been such a trouble."

Suddenly raising herself in bed she cries, "But see! See my star! See how it shines, and how big it grows! And hear the clock," and with fear and trembling I hear: Tic, toc—count your minutes—count your hours. Now you're with us—soon the flowers will hide you—seek you—and always keep you—tic, toc—tic toc.

The Child-Study Monthly.

Then I hear the child's "Now I lay me," and then slowly, softly,

"Star, star, shining bright,
Light me on my way to-night;
Help me find my mamma dear,
Or I'll miss her much I fear.
Now I lay me down to sleep,
Holy angels guard and keep
Me from harm this weary way,
For I'm tired now of play;
Keep me, hide me, seek me."

Tic, toc goes the clock.

"See, there's my mamma! Hear her! She calls me: 'Darling, come—come to thy mamma, come.'"

And the little starved child-heart ceases to beat, and is gone where denied love is unknown, and all is happiness. Surely the great Father of all will hold us responsible for starving children for what is as necessary to their happiness and growth as is water to a plant—*love*.

Did you ever experience hunger—real gnawing hunger that tears you, wears you, until you feel more beast than man? If so, you can form some conception of what this child endured, this devouring love for a dear one, this love that fills you, possesses you, until it is the *world* to you—there is none else.

A child, you say, cannot feel this way Did you ever *know* a child? A child comes straight from God and lives nearer Him than when a man or woman grown—thinks, feels, sees and loves as no one else can, for *love* is all to them.

We trifle with life until the edge, the beauty of everything is dulled or dimmed. But the child! Oh, if we as fathers and mothers could imagine the heart loneliness, the desolation of life experienced by motherless children, our love and compassion would be so great, so all-embracing, that our time, our energies, would go toward relieving them!

The most beautiful flower that blooms, the most fragrant, is the little child God sent, God owned. Always fragrant with gratitude for every kind act, every kind thought given

them. They are sent that we may see in their beauty, humbleness, modesty, loveliness, what *we* should be. Let us see to it that they do not starve for what the world is full of—Love, Love, Love.

HILDAGAARDE.

A three-year-old boy had watched his mother pick out pieces of bark from the woodpile to make a quick fire. One day, as she was ironing, he came in with a large armful and, laying them down by the stove, exclaimed: "There, mamma, see what a nice lot of stick-covers I got you!"—*Subscriber.*

It was noticed at one of the New York clubs for boys that a little negro, who was in the habit of attending regularly, always sought a certain book, and laughed uproariously at the same picture. One of the supervisors approached and saw that the picture represented a bull chasing a small colored boy across a field. He asked the little fellow what amused him so. "Gosh!" answered the boy, "he 'aint cotched him yet!"

In speaking of school discipline Mr. Soldan said: "There is everything in putting the right thing. If you can turn a joke on the boy he will be obliged to submit to the punishment and will get no sympathy from his fellows. I had some trouble with boys who insisted on standing on the corner to see the girls as they came out. After advising them that this was not gentlemanly, with only temporary effect, I took occasion one Thursday afternoon, when the school was assembled in the aula, to say that there were four boys in the school, whom I would not name, but who felt that they deserved a good deal of admiration for their good looks, and that in order to secure it they might be found every afternoon standing from half-past three to four on a certain street corner, which I named. A perfect shout went up from the school, and those boys never stood on that corner again to watch the girls."—*School Bulletin.*



WE take especial pleasure in introducing to the readers of *THE MONTHLY* its new publisher, Mr. A.W. Mumford, Room 45, The Auditorium, Chicago. The decided improvement in the mechanical make-up will give them a touch of his quality, and may be taken as an index of the future. We believe the present number will fulfill the expectations raised by the announcement made in the tardy June number. It will be a long, cold day before *THE MONTHLY* is late again. Our promise and purpose is to make it not only the handsomest educational periodical in the United States, but future numbers will be published on time. This guarantee is the only apology we have left for the delay in mailing the last two issues—a delay as aggravating to us as it could possibly have been to any of our subscribers. *THE MONTHLY* will be mailed regularly, hereafter, so as to reach most of our subscribers on the first day of each month.



The Milwaukee meeting of the National Educational Association came somewhat short of expectations in the matter of attendance—a thousand or two, perhaps—but in all other respects it was well up to the standard. The local arrangements, the intolerable weather alone excepted, were all that had been promised, or that could have been desired, and the good people of Milwaukee were profuse in their apologies for the failure of the weather man to fill their order for cool lake breezes. Some of the new departments, notably the School Board and the Library sections, justified their existence by good meetings and a healthy growth in attendance. The Child-study section continues to hold a leading place. An interesting innovation in the general programme was the introduction of the book publisher, and the conse-

quent revelation of the true inwardness of that line of manufacturing business. Many who had been deluded by the mistaken notion that a school-book maker's path is strewn with roses were surprised to be told right out in meeting that he, too, like the rest of us, has "little troubles of his own." The so-called "attack" by Professor Small upon Superintendent Lane's very moderate proposition to the effect that the public schools, as at present conducted, are conducive to the moral good of the community, furnished good conversation material for the teachers between times, and good "filling" for the newspaper men all the week. The tilt raised a breeze, as the corporal-punishment question used to do in the times of King Solomon, and ever since, but honors seemed to be about easy. The effort to "smash the ring" lacked plan and method, but was not without vigor. The boys, however, felt that they had made progress and promised themselves they would try it again at Omaha.



The addresses of President Skinner and Bishop Vincent were, perhaps, oftenest spoken of as the "best," Lyman Abbott's scarcely less so. The great session, however, occurred Thursday morning, when Hinsdale, Harris, Sabin and Kiehle read papers bearing upon the Rural School Problem. It was in connection with this session that the *School Bulletin* laments that "the fire of discussion" could not have been kindled, so that by its heat the "able men present who were full of ideas upon this subject" could have "hit upon bright thoughts and strong statements that could not be evolved in the study" where the papers read were prepared. The *Bulletin* suggests the expedient of having all the prepared discussions printed and distributed, giving the time of the convention to extemporaneous discussion. This is an excellent plan, adopted by the Northern Illinois Teachers' Association years ago, and since come to be its fixed method—except that the "extemporaneous" discussions often smell a little of the lamp. The fire of

discussion is often rather hard to kindle in a schoolmaster's convention, and yet the educational round-up on Friday demonstrated that there are at least a few pretty good talkers among the older boys. Many thought the Friday morning session the most inspiring of all.



The most "immense" feature of the convention was the reception by the Deutscher Club. As an energetic young grammar-grade teacher from the wilder West ejaculated, as she emerged from the gate: "Whew! but wasn't it a holy terror, though!" The strictly exact characterization quite compensates for any seeming lack of refinement in the terms. That's what it surely was. Such functions commonly are, under similar conditions.

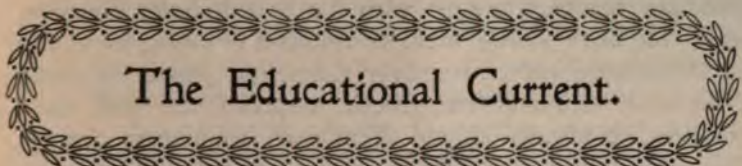


President Skinner is something of an orator himself, and was one of the few who could be heard by the larger part of the immense audiences. The round of applause that greeted his declaration that the United States is the only great nation that pays out more money for education than it does for war was good to listen to. France spends four dollars per capita on her army and seventy cents on education; England, three dollars and seventy-two cents to sixty-two cents; Prussia, two dollars and four cents to fifty cents; Italy, one dollar and fifty-two cents to thirty-six cents; Austria, one dollar and thirty-six cents to sixty-two cents; Russia, two dollars and four cents to three cents; the United States, thirty-nine cents for war and one dollar and thirty-five cents for education.

"England, six to one for war; Russia, seventeen to one for war; United States, four to one for education."



Master Bob, aged four, hears the bagpipes coming up the street: "Oh, mamma! there's a man out here with a dead pig that sings; come quick!"



The Educational Current.

*The Educational
Review.*

THE *Educational Review*, for June, contains an illustrated article on "The New Gifts of the Kindergarten," by Minnie M. Glidden of Pratt Institute; a discussion of "Honorary Degrees in the United States," by H. T. Lukens of Bryn Mawr College; "Professional Training of Teachers for the Higher Schools of Germany," by James E. Russell of the University of Colorado; a rather vigorous discussion of "Reform of College Entrance Requirements," by Superintendent A. F. Nightingale of Chicago; a statement of "The Rural School Problem," by D. L. Kiehle of the University of Minnesota and member of the Committee of Twelve; a strong paper on "The Educational Work of Francis A. Walker" (with an excellent portrait), by H. W. Tyler of the Boston Institute of Technology; a short but admirable paper on "The Study of Educational Method," by J. A. Reinhart of the Paterson, N. J., High School, and the usual number of "signed" book reviews.

*Francis A.
Walker.*

THE most interesting, and perhaps the most instructive paper is the one relating to General Walker. Few men have blended in a lifetime as many forms of educational activity as he. Perhaps no other single man has done as much to establish what is now almost a platitude, but which was only yesterday rank heresy; namely, that "the study of books about things is only a hollow substitute for the study of things themselves." His greatest strength lay in the fact that "he was pre-eminently a leader of young men. His soldiers fought with his courage, his students studied with his insight, his

associate teachers taught with his enthusiastic, vivifying zeal. He knew young men, he rejoiced in young men, and his knowledge was power over them, and power in them. With most intimate sympathetic acquaintance with their qualities, he always judged them with abounding charity. The earnest student, without ever exchanging a word with the President, felt for him the cordial confidence of a younger brother. Even the inveterate shirk, coming to him perhaps for censure, was uplifted by his generous optimism, gaining self-respect, and becoming, for the time at least, as earnest as his fellows. With his nearer associates and friends he had that sunny cordiality which radiates light and warmth, but which so rarely survives the stress and strain of toilsome middle life."



**Snap Shots at Night-
ingale's Article.**

“**A**S Chairman of the National Committee on College Entrance Requirements, it has been my duty and my delight, from my tower of observation, located where the pulse of public opinion beats the strongest, to keep the searchlight of my investigations constantly turning about the horizon, and it is marvelous, and inspiring as marvelous, to note not only the steady but rapid advancement of educational sentiment in the direction of placing this stone of eclecticism in courses of study at the head of the corner.”

2. “The history of that which makes for success in life—and by success I mean the ability to obtain a sustenance, under conditions of self-respect and true contentment; the ability to rise above untoward circumstances and win where the unskilled and the untrained lose—demonstrates the truth of President Eliot's position that English, the modern languages, history and the sciences can be made in secondary schools the vehicles of just as substantial training for the human mind as Latin, Greek and mathematics, and having recognized the equal value of these subjects, new and old, and having learned how to teach them all with equal effi-

ciency, it will follow, as the night the day, that we must have 'options and wide options in admission requirements.' That this is the trend of American education is shown by all the discussions and all the decisions of the present year."

3. "Cornell, in the far-seeing wisdom of President Schurman, has done a service to humanity which the secondary schools will not willingly forget, in 'leveling up' all its requirements and placing A.B. at the goal of a successful career of study for four years. All hail, Cornell! I yell! I yell!"

4. "Vassar, the queen of colleges for women, under the benign influence of her erudite leader, has just announced to an applauding constituency that, hereafter, a full year of physics or chemistry, taught with laboratory facilities, may be substituted for the third foreign language by those who would enter her classic halls."

5. "All this, and more, 'the teaching history of thirty years has taught me,' *even to repentance.*"



Commissioner Harris
on College Entrance
Requirements.

WITH slightly less rhetorical exuberance, but with equal precision, the United States Commissioner of Education, answering in the affirmative the question, "Should the present standard of college entrance requirements be lowered through concerted action, and partial, if not complete uniformity of requirement?" adds: "I count myself also on the side of those who believe that we should not separate the pupils preparing for college from those preparing for the vocations of life. It delighted me to hear President Eliot lay stress on this point and state in so strong a manner the grounds for not separating the students preparatory for college from the others intending to close their school education in the secondary."

"Earnestness as an Element of Success in Teaching," by Ray Greene Huling, Headmaster of the English High School, Cambridge, and "Shakespeare's 'Life Beyond Life'

The Child-Study Monthly.

Margaret of Anjou," by Professor Leverett W. Spring, are her leading articles in *Education* for June.



**The School
Review.**

THE June number of *The School Review* is an especially valuable one to teachers in secondary schools because of its comprehensive statement of the scope and purpose of the Denver committee on college entrance requirements. Aside from this report, or set of reports, the most valuable contribution is Paul Hanus' paper on "The Aim of the Modern Secondary School." The modern secondary school is already clearly differentiated from the old academy and preparatory school, and is beginning to be conscious of its place in the educational thoroughfare. The high school has been accepted by the people—though but recently—as an indispensable portion of the public-school system. Some teachers of considerable experience, who may read these lines, will not know from actual observation what an anti-high school wave feels like. Even the City of New York is about to open three new high schools, and the Board of Education, in default of teachers of high-school experience, has had the nerve to disregard the clamor raised by those who demanded "tried and experienced New York teachers" for principals, and elected one from Kansas City, another from Philadelphia, and a third from Newton, Massachusetts. This evolution in public sentiment is undoubtedly due in part to the fact that schools have begun to adapt, and are striving to still further adapt, their courses of study to the wants and demands of all the community, instead of confining them to the demands of a limited number. Recognizing that the first duty of every individual is self-support, the second, to be an intelligent and helpful member of society, and the third, to develop continually and symmetrically, and that the great function of secondary education is self-revelation, courses of study must be, and are being made in the interest of the greatest possible number, and not in the interest of

the favored few. Scope and flexibility are both increasing. To quote from Mr. Hanus:

"What we do not yet fully recognize, however, is the function of the secondary school as regards the vocational aims of those who subsequently devote themselves to industrial and commercial pursuits. This function deserves recognition on the broadest grounds, both for the sake of the vocational interests themselves and for the sake of all the possible interests which the individual or society has.

"This means that in addition to the purely intellectual courses of the school we should maintain in every secondary school, whether public or private, courses in manual training and commercial courses which, together with their general educational aims, minister directly to vocational and social aims.

"The essential point to be kept in mind in the discussion of manual training for vocational ends in education is this: 'That ours is the epoch of industrial instability (and industrial specialization) by reason of which the working boy of to-day needs not so much any one trade as that combination of qualities which will enable him to turn with facility from one occupation to another as each in turn is supplanted in the course of industrial evolution.'"

What Florence
Kelley Says.

REFERRING to the social influence of manual-training courses in secondary schools, Mr. Hanus quotes from Florence Kelley: "Where the school library and school workshop are co-ordinate parts of the public-school system, the Fourth of July floods of oratory concerning the dignity of labor may, perhaps, be safely dammed into a narrower channel, for the dignity of labor will then form a part of the daily experience of the boys and girls. To-day their experience teaches them that this nation believes that there should be scientific and literary education at the cost of the community, extending over several years, for one set of children, while for

they were sixty-seven years ago, those in the profession are of a higher type of intelligence, have nobler professional standards, and for their work there are opportunities then unsuspected.—*A. E. Winship, in an address to the American Institute of Instruction, July 9, 1897.*



The "Cosmopolitan"
Articles.

THE third paper is by President Henry Morton, of Stevens Institute of Technology. It opens with a somewhat striking illustration of the progress or, at least, change which has taken place within the last thirty or forty years, a change which may be indicated by a single point. "At a meeting of the faculty of one of our great universities during the year 1868, a resolution was presented to the effect that in future, in the grading of students, the marks representing their work in the several departments should be multiplied by certain *constants* representing the relative educational value of the different subjects. These 'constants' ranged from ten for Latin and Greek to five for chemistry and physics. This resolution was duly proposed and seconded, and supported by some remarks as to the need of doing something to counteract the tendency, shown in some sister institutions, toward the substitution of new and inferior for old and superior lines of study, and would, without question, have been passed unanimously but for the energetic protest of the temporary representative of *the chair of chemistry, physics, astronomy and mechanics* (the regular occupant being in Europe on leave of absence), which secured a postponement."

The italics are ours. Think of a chair of chemistry, physics, astronomy, etc., in a great university to-day! In what faculty could such a resolution be "proposed, seconded, and supported," unless, perchance, Professor Harry Thurston Peck, of the faculty of Columbia University, who certainly does not lack courage, would lead such a forlorn hope.

"I, myself," says President Morton, "cannot see any reason

why the German language, taught in the same way that Greek is taught by a competent instructor, should not be as efficient a means of mental culture; but I can readily perceive why German, taught, as it generally was, with the sole object of acquiring a good accent and uttering commonplace phrases, should be of almost no value in the way of mental training. Exactly the same thing is true of the scientific studies."

The whole question seems to be whether words or things are the better raw material of study, and the answer seems to hinge, in the case of any given individual, upon the bent of mind. Some minds, even some gifted in other directions, lack the verbal memory, and hence find linguistic studies difficult. Very often, these same minds find no difficulty in remembering things or properties of objects. For such minds scientific studies are more likely to lead to liberal culture.

President Morton's conclusion is: 1. "Ideal liberal education would be carried on by selecting that course of studies which should best develop the reasoning powers, the moral sense, judgment and will, without reference to any use which might be made of the facts and principles dealt with in the business of life." 2. "This can now be secured by such a combination of the old and new subjects as would best meet the special capacities of individual minds." 3. "Because abundant provision has been made for such selection and combination at the great universities. Modern education, under favorable conditions, educates, in the broadest and most liberal sense of the term, in a degree which is already good and shows a prospect of improving."

**What Children Think
About Punishment.**

AS CIVILIZATION advances, the methods of punishment change. Drawing and quartering, ducking and other means of torture are no longer tolerated by intelligent people. Whipping, especially in the school, is becoming more and more a mode of punishment to be administered

sparingly. The old maxim, "Spare the rod and spoil the child," is being transposed to spare the child and spoil the rod.

An unusual form of punishment, or a too severe punishment, is apt to arouse anger, hatred and opposition. What children think about punishment will depend upon the prevailing sentiment of the community, home and school influences and age.

In this report I purpose to show that the age of the child has much to do in his determining the kind of punishment for a given offense. The child of seven deems a certain punishment just which the child of twelve considers unjust. The younger child will prescribe one kind of punishment and the older child another kind.

To get the data from which to make this report, I selected the following narrative: "About two weeks ago a very sad thing happened in a certain school. Some boys were playing top on the sidewalk near the schoolhouse. The principal came along and said to the boys that he did not like to have them play that game, that it is dangerous, and besides it spoils the sidewalk. After the principal left, the boys went on playing. Soon a boy twelve years old came along. Just then a fifteen-year-old boy threw his top, which flew up and hit the younger boy in the eye and cut the eyeball. The boy was taken to a hospital and it was thought that he would lose the use of that eye. The larger boy did not seem to care anything about it. He came in when the bell rang and took his seat with an indifferent look on his face. The boy that threw the top is not considered a very bad boy. He is, probably, what we call an average boy in deportment."

I related this to seven different classes, representing second, third, fourth, fifth and sixth grades. I was careful to tell it in a way that the pupils would not know my opinion. I made no comments. I gave each pupil a slip of paper and told him to write on it his name and grade; then write briefly what punishment, if any, should be given.

The papers were collected and the answers tabulated by grades under the following heads: Pay expenses at hospital; put into police station; confine in jail, prison, house of correction; send to reform school; pay the doctor bill or be sent to reform school; should be whipped; whipped by the principal; suspend from school; scold.

Per cent of pupils that stated that the big boy ought to pay expenses at hospital:

Second grade.....	0 per cent.
Third grade	6 per cent.
Fourth grade	7 per cent.
Fifth grade	17 per cent.
Sixth grade	40 per cent.

Per cent of pupils that prescribed whipping:

Second grade.....	45 per cent.
Third grade	11 per cent.
Fourth grade.....	5 per cent.
Fifth grade	0 per cent.
Sixth grade	0 per cent.

Eighty per cent of the second-grade children prescribed either whipping or policeman, while none of the sixth grade mentioned either. It may be of interest to note how few would have the boy whipped by the principal or teacher:

Second grade.....	13 per cent.
Third grade.....	7 per cent.
Fourth grade.....	2 per cent.

Some of the others specified that the parents should do the whipping, while the rest said nothing about it. I, however, came to the conclusion that the sentiment is in favor of the parents doing the whipping when it is needed.

The young child thinks of the result of an action. If the result is bad the punishment ought to be severe; if not bad, the offender should go clear. One girl about nine says: "He ought to be brought to the reform school, because he did something very dangerous to the boy." Another: "He ought to be punished by the principal two months." One

seven-year-old says: "I never saw such people! I think that boy is very bad. That boy must be punished because a boy from the fifth grade: "Put him into reform school he thrown the other boy with the top in the face." Here is until he is twenty-one years, then he wouldn't play top on the sidewalk any more."

* * * * *

The pupils of the sixth grade realize that it will cost money to keep the boy in the hospital. They reason that a whipping will not pay the doctor. The proper thing for the boy or his father to do is to pay the bill. If they refuse, however, then the boy should be sent to reform school or given other forms of punishment, not because he injured the smaller boy, but because he did not pay the expenses.

These answers show the punishments to be very severe. It is the operation of the old law, "An eye for an eye." Several of the sixth grade pupils asked their teacher afterwards whether or not their answers would have anything to do with the punishment of the boy. I think that they realize that they were giving a more severe sentence than they would be willing to see the boy serve.

There is a failure to discriminate between accidental and willful acts. Only two or three considered it a mere accident and would not punish the boy at all.—*P. T. Nelson, in Wisconsin Journal of Education.*

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**What the Editor of
"The Bookman"
Thinks.**

PROF. HARRY THURSTON PECK has the courage of his opinions, and the skill to express them for all they are worth. Here is a sample pair that will do to frame. They are the expressions of a man who sees in the university curriculum of to-day "a thing of rags and tatters," and who would cast into outer darkness everything which Presidents Gilman and Morton pronounce good educational stuff, except only "the humanities and the liberal arts;" a scholar so refined that he thinks that no man can be raised above

the commonplace in any institution in which "the perfume of the Attic violet is stifled by the stench from the chemist's crucible":

I.

"Linked closely with many other very serious educational mistakes, and from many points of view by far the most profoundly serious of them all, is that curious fancy, which is almost universal among our people, that education in itself and for all human beings is a good and thoroughly desirable possession. So axiomatic is this held to be that its principle has been incorporated into the constitutions of many of our States, and not only is education made free to all, but in most States it is made compulsory upon all. There is probably in our whole system to-day no principle so fundamentally untrue as this, and there is certainly none that is fraught with so much social and political peril for the future. For education means ambition, and ambition means discontent."

II.

"It (the university) should produce for the service of the State such men as those who in the past made empires and created commonwealths—a small and highly trained patriciate, a caste, an aristocracy, if you will. For every really great thing that has been accomplished in the history of man has been accomplished by an aristocracy. It may have called itself a sacerdotal aristocracy, or a military aristocracy, or an aristocracy based on birth and blood, yet these distinctions were but superficial; for in reality it always means one thing alone—the community of interest and effort in those whose intellectual force and innate gift of government enabled them to dominate and control the destinies of states, driving in harness the hewers of wood and drawers of water who constitute the vast majority of the human race, and whose happiness is greater and whose welfare is more thoroughly conserved when governed than when governing."

There was once a man from Texas who had the misfortune to become an officer of the House of Representatives. At home he used to ride a mustang pony, but in Washington the government provided him with a carriage and horses and driver. Inflated with false pride, and being a bit of a boaster, he wrote home to a friend: "I'm a bigger man than old Grant;" and now has arisen, in a great university, a greater man than Lincoln. "Government of the people, by the people, and for the people" was Lincoln's idea. Government of "mere sordid toilers," "hewers of wood and drawers of water," by a "highly trained patriciate," is the idea of Professor Harry Thurston Peck. Other papers on the educational problem will be pretty breezy, if they are as refreshing as Professor Peck's.

Professor Peck declares that the old traditions of American education have been swept away by German influences. Too many young Americans have been to the German universities, and too many Germans have come to this country to live. A strong interest in German pedagogical doctrine has sprung up, the German language is getting away—so to speak—with the French, and the German literature is taught and read almost as widely as the "more attractive" literature of France. German influence has altered the racial character of our people. To the German "all problems whatsoever may be solved by taking thought," and Americans are acquiring the very dubious habit of thinking. The German is addicted to making formulas, and "the modified American" of to-day is as formula-ridden as any German ever was. There is one general legislative formula for every political or economic evil, and an educational formula for every other evil under the sun. "The American farmer a century ago," says Mr. Peck, "if floods destroyed his crops or pestilence destroyed his cattle, just saved and worked and practiced self-denial till he had made good his losses. The American farmer of to-day does nothing of the kind. He simply lets his hair grow long and starts a new political

party." To illustrate the working of the educational formula we are told that "in these days the scientific education in the primary schools draws spidery little diagrams, in which a crooked little line goes wriggling up a sort of trelis; and this psychological horoscope, all carefully marked out in accordance with a set of definite rules, saves everyone a world of trouble in deciding on his methods. Education nowadays, in fact, is being desiccated and formulated and reduced to the compact and convenient form of a set of logarithmic tables." For all of which we are indebted to Germany.

Professor Peck is certainly clear and courageous. Let us hope it will be a long day before he becomes also convincing. He seems to us altogether wrong—to strike at the very foundation principle of our national life. But he does not fight under cover. He comes right out into the open, and hits out like a man. In the nature of things there will always be leaders of men. Most of these, or at least, most of the ideas by which they are guided, will come out of the universities and colleges. If all university and college men held the doctrine announced by Mr. Peck, the conception of Jefferson and Lincoln would soon be reversed. Our national belief would become, "all men are created *unequal*," and our theory of government, "government of the people by the aristocracy, for the benefit of the aristocracy," to the end that the majesty of man may be vindicated in the persons of the favored few whose minds have been kept sweet and serene by the influences of the humanities and the liberal arts, unmixed with any flavor of any form of utilitarianism.

Continuous Sessions
in the Public
Schools.

THE continuous-session idea is not going to stop with the colleges. More rational methods in education will shortly push it into the lower grades. Common sense cannot much longer tolerate the present plan of the

public school. Can the present system be justified on any rational basis? Who fixed the school-year at three, six or nine months? Who made the school-day six hours? Do these conditions fit the nature of the child? Does the child grow only part of the year? Does he not need direction the year round? The same spirit that has led to kindergartens and has started all these investigations in child-study will do away with our present stupid plans. The educator may learn a lesson and read the signs of the times by studying the institutions for the education of the deaf or blind. The training of the body is to have larger part in the coming education. Not training for trades—not that—but the use of manual work and outdoor work, and excursions in connection with the regular school work. Fewer hours of pent-up life in an overcrowded building, smaller classes, and more individual work are the demands of a larger idea of education. School work that is less arduous to the teacher, and school life that is more joyous to the pupil, are things for which we hope. Continuous sessions with less of the machine idea is one step in this direction. Then, better buildings and grounds and more apparatus and more fresh air and nature and life will follow. When will it be? Well, it will *not* be while we count the cost in dollars. It will not be while teachers have the present notion of school work. It will never be in the day of the *tired, worried* teacher. It will never be till we learn to solve the problem of the hour by doing the best thing at this present moment for this boy and this girl. It will never be till we learn that we are training for eternity, and that arithmetic as such amounts to nothing. It will be when we learn to live with the children."—*Inland Educator*.



Schools in the Summer Time.

PROFESSOR E. A. KIRKPATRICK contributes to the *American Review of Reviews* for August a very interesting statement of the results which have followed the introduc-

tion of the "continuous-session" plan in the Normal Schools of Minnesota. His argument for the extension of the plan to all grades of schools will not be well received by the mossbacks, but it is conclusive, and, if repeated often enough, will strike in. We quote the concluding paragraph :

Would it not be a good thing if a large proportion of the children between six and eighteen, especially in the cities, were in school instead of on the street during the summer? If school work is not made too hard, is there any reason other than custom for pupils suspending their work for one-fourth of the year? Even if the above is not admitted, would it not be an advantage to pupils to be able to attend at any time of the year which is most convenient? Would not the adoption of the quarter instead of the year as the grading also be of great advantage, not only to irregular pupils, but to exceptionally quick and exceptionally slow children who now have to advance or fall behind a whole year at a time?

The above facts and questions suggest the idea that possibly we are just entering upon a new epoch in the history of the development of education in this country—an epoch in which schools of all kinds will be a continuous instead of an intermittent factor in our national life. It is certain, at least, that all thoughtful educators will watch with interest the development and spread of the idea as it is discussed in the papers and in educational gatherings, and as it is worked out in the schools adopting it.



The Library Number
of the "Wisconsin
Journal of Education."

THE State of Wisconsin has a Free Library Commission, with an office in the capitol building at Madison, and a "field secretary," who is a sort of traveling promoter. Although the commission has been in existence less than two years, it has seen new libraries started in Oshkosh, Kenosha, Racine, Menasha, Rice Lake and Stevens Point, and more are to follow. In Wisconsin, city superintendents and supervising principals are *ex-officio* members of boards of free-library directors. There is a system of traveling and also a provision of the law which authorizes boards of directors of libraries to contract with boards of supervisors to supply people of neighboring villages or the surrounding country with books from the library. This provision makes

it possible for a good central library to become a nucleus for a system of country traveling libraries. The leading idea of the commission, and the evident purpose of the law is to make the libraries in effect part of the educational system. The June number of the *Wisconsin Journal* was almost entirely devoted to this subject. It contains much of value to all who are thinking along the line of children's reading.

**Observations upon
Children's Reading.**

PROF. James E. Russell of the University of Colorado is engaged upon a systematic study of the kind and amount of reading done by children, based upon careful statistical inquiry in the public schools of Colorado. His investigations have not yet been concluded, but are sufficiently systematized to afford some ground for the following propositions:

(1) That pupils of a given age read approximately the same amount whether the town is well supplied with libraries or not. In towns poorly supplied with books there is a regular system of exchange in vogue. Many instances have been found of a single book being passed about until every member of a grade had read it. This is the natural traveling library.

(2) That the chief influence of libraries, especially in the schoolroom libraries, is to improve the *quality* of reading.

(3) That much more reading is done in the seventh grade (age $13\frac{1}{2}$ to $14\frac{1}{2}$) than in any other grade, including the high school. Girls seem to reach the maximum a year earlier, but hold over during the seventh.

(4) At the time of most intense reading there seems to be a greater diversity in the character of the books read. Pupils of the seventh grade read everything that comes into their hands. In the high school the taste seems to be better developed and more uniform; one reads fiction and little else; another reads history chiefly; another is interested in scientific books, etc. In any case the tendency is generally well marked. This raises the query whether more attention

should not be given to reading in the sixth, seventh and eighth grades.

These generalizations are based upon returns from towns of widely different tastes and tendencies; they have yet to be fully worked out, but they give interesting indications of the valuable results that may be expected.—*Library Journal*.

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Some Things
W. V. Said
and Did.

W. V. IS at the age of impatience at sham stories. She has been to myths and wants to know about things "that really happened"—something about the Romans or the Danes or Saxons, or Jesus.

W. V. "The ancient Britons are all dead, are they not?"
Mother. "Oh, yes, of course; long ago."

W. V. "Then they can't come and attack us now, can they?"

Mother. "No! No one wants to attack us. Besides, we are Britons ourselves, you know."

W. V. (*after a pause*). "I suppose we are the Ancient Britons' little babies. How funny!"

Crossing the fields after dusk I tell her that all the white shimmer in the sky is the Milky Way. "Oh, is that why the cows lie out in the grass all night?"

As we go along the fields we see a horse lying down and another standing beside it—both of them as motionless as stone: "They think they are having their photographs taken," says W. V.

Early in the spring it occurred to me to ascertain the range of her vocabulary. I did not succeed, but I came to the conclusion that a child of six, of average intelligence, may be safely credited with a knowledge of 2,000 words. A clear, practical knowledge, too; for in making up my lists I tried to test how far she had mastered the sense as well as the sound. *Punctual*, she told me, meant just the time; *dead*, "when you have left off breathing, and your heart stops beating, too," she added as an afterthought; *messenger*,

"anybody who goes and fetches things;" then, as a bee flew past, "a bee is a messenger; he leaves parcels of flower dust on the sticky things that stand up in the flower." "The pistils?" "Oh, yes, I remember those old words." *Flame*, she explained, "is the power of the match." What did she mean by "power?" "Oh, well, we have a power of talking," so that flame, I gather, is a matches way of expressing itself. What was a *hero*? "Perseus was one; a very brave man who could kill a Gorgon." *Brain* is what you think with in your head, and—physiological afterthought—"the more you think the more crinkles there are." And *sensible*? "The opposite to silly." And *opposite*? "One at the top (pointing at the table) and one at the bottom; they would be opposite." *Lady*? "A woman." But a woman is not always a lady. "If she was *kind* I would know she was a lady."



W. V.—*Her
Violets.*

McCLURE'S, for August, contains a model combination "Child-and-Nature Study," by William Canton, which is well calculated to provoke inquiry at the book counters for "W. V.—*Her Book*." It is only a record of a mid-January walk in the woods, quite an exceptional time for violets, but it is the day-dream of a man with a six-year-old girl and a three-months-old boy—and a poet to whom the wood and the world are full of the smell of violets all the year round.

"And if January would let April change places with him," W. V. explains, "you would see *jumbos* of violets just leaping up through the snow in a minute. And I think he would, if we said we wanted them for the Man." Then follow some charming pages filled with W. V.'s philosophy, and the story of the coming of the Man.

"The Man arrived on the fifth of November. As soon as I reached home in the evening, W. V. had her lantern ready to go out Guy-Fawkesing. 'I must go and see mother first, dear,' for mother had not been well. 'May I go, too, father?' Certainly, dear.'"

We found mother looking very delicate and very happy. "We are going out to see the bonfires; we shall not be long. Give mother a kiss, dear." As W. V. approached the pillow, the clothes were gently folded back, and there on mother's arm—oh, the wonder and delight of it—lay the Man. W. V. gazed, reddened, looked at mother, looked at me, laughed softly, and gave expression to her feelings in a prolonged "Well!"

"You kiss him first, dear, and we'll let the little man get to sleep. He's come a long way, and is very tired."

"A darling, a little gem, a dear wee man!" She "wanted a boy!" How shockingly ecstatic it all was! For days her thoughts were constantly playing around him. "Even when I am an old lady I shall always be six and a half years older than Guy; and when Guy is a little old man he will be six and a half years younger than me." The very fire revealed itself in the guise of motherhood: "It has its arms about its baby." Cross-questioned by deponent: "Why, the log is the baby, father. And the fire has yellow arms."



**The "School
Journal."**

THE twenty-seventh annual summer number of the *School Journal* is valuable and interesting from cover to cover. It contains, probably, the most complete exhibit of apparatus and material for school work to be found in any single number of an educational periodical. Its advertising columns alone would make it valuable for reference for at least a year. There is a complete list of text-books published from July 1, 1896 to July 1, 1897, with prices, for instance. There are portraits of more than fifty of the greater educators of this country. Considerable space is occupied by summaries of the results thus far apparent from the work done by the Committee of Ten, the Committee of Fifteen, and the Committee of Twelve. The great documents prepared by these committees mark distinct epochs in educational progress in this country. They have laid the foundations for an inductive

pedagogy by introducing a new method of studying current educational problems. Of course the most valuable article is "My Educational Creed," by Commissioner Harris. We quote the seventh article, which he calls "The Field of Child-Study":

Finally, a word in my creed regarding child-study. I have hoped and still hope from the child-study movement a thorough investigation of the question of arrested development. In view of what I have said above regarding the long period of helpless infancy and of the importance of keeping the child open to educative influences as long as possible, it becomes necessary to ascertain the effect of every sort of training or method of instruction upon the further growth of the child. For instance, do methods of teaching arithmetic by the use of blocks, objects, and other illustrative material, advance the child or retard him in his ability to master the higher branches of mathematics? What effect upon the pupil's ability to understand motives and actions in history does great thoroughness in arithmetical instruction have?—for instance, does it make any difference whether there is only one lesson in arithmetic a day, or one each in written arithmetic and in mental arithmetic? Does a careful training in discriminating fine shades of color and in naming them, continued for twenty weeks to half a year in the primary school, permanently set the mind of the pupil towards the mischievous habit of observing tints of color to such an extent as to make the mind oblivious of differences in form or shape and especially inattentive to relations which arise from the interaction of one object upon another? Questions of this kind are endless in number and they relate directly to the formation of the course of study and the school program. They cannot be settled by rational or *a priori* psychology, but only by careful experimental study. In the settlement of these questions one would expect great assistance from the laboratories of physiological psychology.

Notwithstanding my firm faith in the efficiency of the school to help the child enter upon the fruits of civilization, I am possessed with the belief that to the school is due very much arrested development. Not very much success in this line can be expected, however, from those enthusiasts in child-study who do not as yet know the alphabet of rational psychology. Those who cannot discriminate the three kinds of thinking are not likely to recognize them in their study of children. Those who have no idea of arrested development will not be likely to undertake the careful and delicate observations which explain why certain children stop growing at various points in different studies and require patient and persever-

ing effort on the part of the teacher to help them over their mental difficulties. The neglected child who lives the life of a street arab has become cunning and self-helpful, but at the expense of growth in intellect and morals. Child-study should take up his case and make a thorough inventory of his capacities and limitations and learn the processes by which these have developed. Child-study in this way will furnish us more valuable information for the conduct of our schools than any other fields of investigation have yet done.

The "Slaves
of the
Lamp."

RUDYARD KIPLING might not like to be quoted as a contributor to Child-Study literature in the conventional sense, but the "Slaves of the Lamp" is not half bad from a psychological point of view. It is a living picture of half a dozen high school lads—Britishers, of course—and of the rollicking type that has led the march of British civilization around the world and conquered for England the empire on which the sun never sets. Every high school, if it is alive, has in it the like of Stalky, and Beetle, an Aladdin, a Pussy and a Turkey or two, and with the necessary changes, due to differences of environment, they are up to the same sort of pranks. The trick is to read the indications at the right time. Kipling's story brings all but one of the six comrades together again, after fifteen years in "the quick scene-shifting of India," with just enough occasional meetings to keep them in touch, in one of the merry homes of England, and they sit down together, after an English dinner, "with sixty years of mixed work to be sifted out between them." The theme turns out to be mainly the exploits of the absent one, their ring-leader at school, dear old "Stalky," now Captain Cockran of Her Majesty's Native Infantry, and the story keeps the Kipling pace to the end. There had been some "rippin'" sing songs in camp, but none not foreshadowed by "Arrah, Patsy, Mind the Baby," the nonsensical gibberish of their school days. It was Stalky's superb strategy that got Rabbit's-Eggs to rock King, the sixth-form man, in return for an undue exercise of his authority, and it was Stalky's superb nerve and quick per-

ception of conditions that dissolved the "coalition" between the Khye-Kheens and the Malots. And maybe—who knows? there is some insight into conditions, even bordering on the prophetic, in the possibilities suggested by the dialogue with which the story closes. Casting back through the years:

"I say," said McTurk, "did Stalky ever tell you *how* Rabbit's-Eggs came to rock King that night?"

"No," said Dick Four.

Then McTurk told.

"I see," said Dick Four, nodding, "practically he duplicated that trick over again. There's nobody like Stalky."

"That's just where you make the mistake," I said. "India's full of Stalkies—Cheltenham and Haileyboro and Marlborough' chaps—that we don't know anything about, and the surprises will begin when there is really a big row on."

"Who will be surprised?" said Dick Four.

"The other side. The gentlemen who go to the front in first-class carriages. Just imagine Stalky let loose on the south side of Europe with a sufficiency of Sikhs and a reasonable prospect of loot. Consider it quietly."



Vacation Schools.

CLOSELY related to the plan of keeping the school "plant" in continuous use, but not the same idea, nor justified upon quite the same grounds, is the vacation school, for the especial benefit of the tenement-house children in the overcrowded cities. This idea has been successfully adapted to both Chicago and New York during the present summer. Writing especially about the New York schools, in the *American Review of Reviews* for August, Mr. William H. Tolman, general agent of the New York Association for Improving the Condition of the Poor, says:

These schools minister to the all-round development of the children, for the large playrooms are utilized for calisthenics; the morning half-hour devoted to dancing is sure to find light hearts and

feet. One summer all the children were taken, on successive days, under the care of their science teachers, to the ocean homes of the association at West Coney Island, where the day was spent in collecting various objects incident to the seashore. On the return to the city, this day at the sea furnished inexhaustible material for the classroom. Another year groups of children were taken, under competent guidance, to the Museum of Natural History. There is no reason why this side of the work should not be immensely extended, in order to make more available the resources of museum and art gallery, because we are only beginning to utilize the social and educational resources of our cities. There is no reason why the very school buildings should not be used more in the evenings, under proper restrictions, because there are many kinds of meetings and entertainments for which they would be available.



**How Children's Eyes
Should be Tested.**

THE means to be provided must be accessible to the masses, easy of application, considerate of popular prejudice, and effective of results. Such a plan has been suggested and put in practice by the writer. It consists in the training of school principals in the detection of eye disorders and in a system of notification to the parents of discovered defects, carrying with it the suggestion that a competent authority should be consulted.

In the city of Minneapolis, with the earnest co-operation of Prof. C. M. Jordan, Superintendent of the Public Schools of that city, the eyes of 23,049 school children have been satisfactorily examined by the principals, after due instruction by the Superintending Oculist. Among this number 7,293 defectives have been found and largely beneficial results have already followed.

The method is, briefly, as follows: An oculist is to be appointed by the Board of Education, whose duty it shall be to lecture to the principals upon the elementary facts in ocular anatomy, physiology, and hygiene and upon the uses and application of the test types, etc., making a practical demonstration of the method upon some fifty pupils.

The principals shall thereafter annually report their work to the Superintending Oculist, who shall submit such state-

ments, with his conclusions, to the Board of Education. A Snellen test-card is provided for every building, with some accompanying printed matter.

They involve but slight expense, which should not exceed seventy-five dollars in a city of two hundred thousand people.

—From "*Defective Eyesight in American Children*," by Dr. Frank Allport, in *June Review of Reviews*.



"Modern Methods" for June, 1897. IN *Modern Methods* for June, Mr. Winship very graphically describes Supervisor

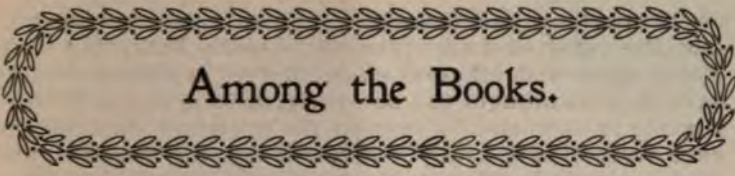
Speer's methods in arithmetic, which are just now attracting as much notice as the almost forgotten "Grube Method," did a few years ago. Any sensible, persevering teacher, says Mr. Winship, can secure work approximately as good as he saw, but "there is nothing to take the place of the inspiration of an author, a genius, possessed with an idea, and Mr. Speer is all of these." There are two or three pages of "chalk-talk" by Augsburg, of Salt Lake City, which will be suggestive and serviceable to teachers of geography, and a list of "September Birthdays" which will be much used by many teachers.

The new president of the National Educational Association, James M. Greenwood, of Kansas City, had the benefit of but forty-two weeks of schooling and one year in an academy. He intended to be a lawyer, but the Lord meant him to be a great schoolmaster. His first teaching was done in a private normal school. He became Superintendent of the Kansas City schools in 1874.

A NEW APPLICATION.

S. S. Teacher: "I read in the papers of some naughty boys who cut off a cat's tail. Can any of you tell me why it's wrong to do such a thing?"

Willie: "'Cause the Bible says, 'What God has joined together let no man put asunder.'"
—*Brooklyn Life*.



Among the Books.

TWO GREAT TEACHERS: Johnson's Memoir of Roger Ascham, and Selections from Dean Stanley's Life and Correspondence of Thomas Arnold, of Rugby, with an Introduction by James H. Carlisle, President of Wofford College, Spartanburg, S. C. C. W. Bardeen, Syracuse, N. Y. Cloth, \$1.00.

Not a new book, for it has been on Bardeen's inimitable list for several years, but worth referring to just now, in view of the Lane-Small episode at Milwaukee, as well as for its sterling and permanent value. "I would rather have thrown ten thousand pounds into the sea than lose my Ascham," said the thrifty Queen Elizabeth of Ascham in the sixteenth century. "One of the noblest minds and highest characters of these days—prematurely taken from us in the midst of a career of usefulness, which we believe we are guilty of no extravagance in terming unparalleled in the line of life which Dr. Arnold adopted," was the eulogy of the "Grand Old Man of England" upon the head master of Rugby in the nineteenth.

Ascham's "Schoolmaster" was the first book written in the English language upon educational subjects, and Ascham was one of the fathers of English prose writing. His book was the outcome of an after-dinner talk by certain members of her glorious majesty's privy council, provoked by a bit of news to the effect that "divers scholars of Eaton ran away from the school for fear of a beating." In the course of the talk, Sir William Cecil is reported to have said that he could wish that "some more discretion were in many schoolmasters in using correction than commonly is, who many times punish rather the weakness of nature than the fault of the scholar; whereby many scholars that else might prove well be driven to hate learning before they know what learning meaneth, and so are made willing to forsake their books, and be glad to be put to any other kind of living." It was written at the special solicitation of Robert Sackville, for the benefit of his son's son, for which the world is since indebted very much to the Sackville family, for Roger was averse to writing books. "With the common

use of teaching and beating, I will not greatly contend," said the tutor of Lady Jane and Queen Bess, "but I do gladly agree with all good schoolmasters in these points; to have children brought to good perfectness in learning; to all honesty in manners; to have all faults rightly amended; to have every vice severally corrected; but for the order and way that leadeth rightly to these points, we somewhat differ. For commonly, many schoolmasters, some, as I have seen, more, as I have heard tell, be of so crooked a nature as when . . . angry with some other matter, then will he soonest fall to beat his scholar." Ascham wrote in the early part of the sixteenth century, but he hits the main point as squarely as the great schoolmasters of the nineteenth did at Milwaukee.

But few pages are devoted to Ascham. His whole book was hardly longer than one of the short papers sometimes inflicted upon a modern educational convention, not as long as the aggregate show business in opening a session of the N. E. A. The larger part of the book is devoted to Dean Stanley's great biography of Arnold. Every schoolboy has read "Tom Brown," but not all teachers have read the life of the man who made Tom Brown possible. Arnold's point of view touches both sides of the Milwaukee controversy, leaning a little to either, according to the observer, perhaps. Flogging was retained at Rugby, it will be remembered, although it was brought within increasingly narrower limitations, and was defended by Arnold more than once. "At an age when it is almost impossible to find a true manly sense of the degradation of guilt or faults, where is the wisdom of encouraging a fantastic sense of the degradation of personal correction? What can be more false, or more adverse to the simplicity, sobriety, and humbleness of mind which are the best ornaments of youth and the best promise of a noble manhood?" But, leaving the question of flogging where it has so long been—on the calendar, ready to be taken up and (dis)cussed at all sorts of times, opportune or otherwise, with or without provocation—Arnold's idea of the right sort of man for a master will be unanimously indorsed as entirely adequate. "What I want," he says—and if the "agencies that recommend" could keep a supply of the sort constantly on hand the question of flogging or no flogging would have its quietus, and Lane's dictum would become altogether true and Small's altogether false—"what I want is a man who is a Christian and a gentleman, an act-

ive man, and one who has common sense, and understands boys. I do not so much care about scholarship . . . but yet, on second thought, I do care about it very much. However, if one must give way, I prefer activity of mind and an interest in his work to high scholarship; for the one may be acquired far more easily than the other."

The young teacher who is seeking for help in his daily work, who is at least as ambitious to affect the *life* of his pupils as he is to teach them to read, write and cipher, can do no better than put himself within the spell of Stanley's admiration for Arnold, and the old pedagogue, too, may do much worse than to recur to it again and again. B.



IN BROOK AND BAYOU; or Life in the Still Waters. By Clara Kern Bayliss. D. Appleton & Company. New York. 60c.

This is one of Appleton's new and beautiful series of "Home-reading Books," in the blanket introduction to which, the editor, United States Commissioner of Education Harris, says: "The new education takes two important directions—one toward original observation . . . the other is systematic home reading. It (the latter) forms a part of school extension of all kinds . . . The necessity of uniting both of these directions of intellectual activity in the schools is therefore obvious, but we must not, in this place, fall into the error of supposing that it is the oral instruction in school and the personal influence of the teacher alone that excites the pupil to activity. Book instruction is not always dry and theoretical."

Certainly, nobody will call "Brook and Bayou" either dry or theoretical. To be sure Mrs. Bayliss is apparently very handy with such words as protoplasm and rhizopod and protozoa and flagellata, but there is a convenient pronouncing glossary, and her protozoans do mental arithmetic in a way that would make an old-time disciple of Stoddard or Brooks fairly scream with joy; her rhizopods do algebra in a way that ought to make a modern algebra-in-the-eighth-grade-boy stand right up straight; the arcellae sing "Bonny Dundee," and the flagellata multiply by long or short division just as the spirit moves, and no university Don can scare them with his dark hints of progress backward, for they carry the whiplashes themselves. The chapter on "Protozoan Philosophy" is quite up to many things not to be found out of (or in either) Herbart or Hegel. The con-

cluding chapter, "The Greatest Joke of All," which relates the imaginary experience of "A Boy under a Microscope," would produce a broad grin on the face of a graven image, as well as give pointers to a high-school girl who has just "passed" in biology. The book is profusely illustrated, containing over fifty illustrations and four full-page colored charts, most of them after drawings by the author. B.



A STUDY OF CHILD NATURE. By Elizabeth Harrison. The Chicago Kindergarten College, Chicago. 208 pp., cloth, \$1.00.

This book is written from the kindergarten standpoint by one who has lived for years in loving, conscious contact with children. The author has before her mind continually the endeavor to transmute the mother's loving guidance from unconscious instinct into real, intelligent, acute insight. It is a real contribution to the science of motherhood, and therefore presents the unfolding of the mind and body of the child in a more or less systematic, scientific manner. In discussing the development of the body Miss Harrison presents in a delightful manner both the motor and sensory sides. One of the strongest and most suggestive chapters in the book is that on "Training the Senses." The psychology of the author is certainly sound in that she regards the sense experiences as the raw material upon which the higher powers of mind must draw in their development. Note this sentence: "The one thing that prevents most of us from being what we might have been is the dull, stupid way in which we have used our senses." This certainly is the keynote of mind-development, and never does it have such a clarion ring as when sounded by a practical kindergarten like Miss Harrison.

In the same suggestive manner the book treats of training the Emotions, Affections, Reason and Will. The author's insight into child-life is in no place shown more clearly than in her treatment of the "Instinct of Justice," or "right and wrong punishments."

The book is admirably designed for use as a book for studious, careful individual reading by the mother and teacher, and will serve equally well as a basis for discussion in Mothers' Clubs and Child-study Round-tables. We cheerfully commend it, because it is so worthy of commendation.

W. O. K.

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

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2. Once the problem is identified, the next step is to define the objectives and goals of the project. This helps to clarify what needs to be achieved and provides a clear direction for the team.

3. The third step is to develop a plan or strategy to address the problem. This involves breaking down the problem into smaller, manageable tasks and determining the resources needed to complete them.

4. The fourth step is to implement the plan. This involves putting the strategy into action and monitoring progress regularly to ensure that the project is on track.

5. Finally, the fifth step is to evaluate the results of the project. This involves assessing the outcomes against the objectives and goals and identifying any areas for improvement.

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A DISGUISE.

Willie: "Maw, we're going to have a little masquerade party over at Tom Stapleford's. How'd I better fix up so they won't know me?"

His Mother: "Wash your face, dear."—*Detroit Free Press.*

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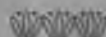


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THE CHILD STUDY MONTHLY

OCTOBER, 1897

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(See editorial page.)

The Child Study Monthly.

Vol. III

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Baby's Stars.

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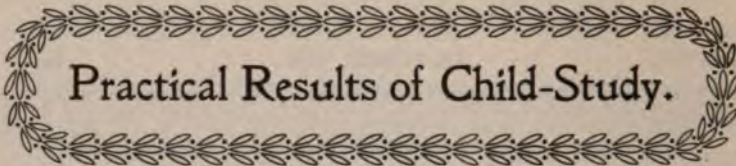
The sun may rise, the sun may set,
The stars may come and go,
The moon may sink
'Neath ocean's brink,
The sky with clouds o'erflow;

But still within the baby's heaven,
Two stars shine clear above,
Twin orbs that light
By day and night
His little world of love.

Brief tears may bring a fleeting mist
That now the vision mars,
But sorrow flies,
For mother's eyes
Are ever baby's stars.

SARAH F. DAVIS.

Bayonne, N. J.



Practical Results of Child-Study.

INDIVIDUAL observation of one's own child is, perhaps, the best method of securing data which will prove of interest to the scientific student. We have made a few observations upon our little girl, now twenty-six months old, which we embody in a general summary, not attempting to deduce any scientific principles from so limited a field as one child presents, but presenting some facts that perchance may prove interesting and useful to other parents and students of children. We have chosen to summarize each month's progress up to a certain age, then to take up a few special topics for consideration:

First Month. September 22, 1894, a helpless little being entered upon the activities of a new life. The delicate structure of the senses withstood the harsh stimuli of the external world and quickly began to respond with visible signs of consciousness, manifested immediately by crying. The complicated mechanism of the ear adapts itself in a few hours to the rapidly recurring waves of sound and she hears. The finely constructed organ of sight, the eye, shortly accustoms itself to the undulations of ether and she sees. The delicately formed nerve-fibers of the body thrill with sensations which find recognition in consciousness and she feels. Taste and smell manifest themselves very soon and the beginnings of life are well entered upon at the close of the first month of life.

Second Month. The five tiny petals, the senses, of our pretty flower are slowly expanding and developing under the influence of nature. The ear, no longer closed to the outer world of harmony, catches the sound of music to

which it gives attention and appreciates its soothing power. The mother's lullaby is sweeter to the little babe than is the richest strain of Beethoven to a trained musician. The smile of the first month has grown into the expression of laughter. It is pleased with so little that a child of mature years often longs for the simplicity of the wants of a little child. The eye no longer possesses that vacant look, but it follows the movements of the nurse or the mother as she tends her little charge. The muscles begin to assume the power to move, and the tiny feet and hands manifest quite a development of motor action. The hands reach out for the moon or the lamp indifferently, little idea of distance being yet known.

Third Month. The third month adds new facts for observation. Winking is now noticed and some effort is made to locate the various sounds that fall upon the ear. The head quickly turns to catch the sound, although the movements are often filled with error. The reflex action of the hand in the second month, shown by its closing upon anything placed in the palm has been superseded by a developed ability to grasp the rattle unaided by any reflex movement. The feeling of hunger is no longer a doubtful one, it being attested to by the manifestation of crying, the first recorded audible sound of the new-born babe.

Fourth Month. This month adds to the manifestations already seen. The rattle is not only held, but the expanding motor activity results in the rapid shaking of the plaything. The eye is rapidly gaining a knowledge of distance, aiding the hands to grasp objects within reach with some degree of accuracy. Attempts are made to assume the erect attitude of sitting. The ear becomes familiar with the voices of the parents and the nerves of sense are soothed by the fond caresses of the nurse.

Fifth Month. The fifth month develops the muscles, enabling the child to sit in a chair at the table. Its sense of hearing responds to the chirp of a canary bird, seen for the first time the eyes searching for the cause of the sen-

sation, clearly showing that sound is a well-defined and conscious fact. Relations between place and direction exhibit themselves by attempts made to put things into the mouth.

Sixth Month. Consciousness of self is the new feature of this month made apparent by the interest shown in noticing the hands and feet, expressing her delight in smiles and laughter. Still further proof of this egoistic knowledge is evinced by gazing contented and interestedly at her image reflected in the mirror, this being quite an advanced stage of the case, modifications having occurred a month earlier. Pleasurable emotions manifest themselves in the physical accomplishment of hearty laughter. Grief (except crying) first shows itself at the departure of her grandmother, who had cared for the little one since its advent into the new life. The vocal organs now begin to assume some power of control over the sounds produced, resulting in the well-known "coo." Muscular movement has continued to limit itself, and the actions of the hands become quite intelligent. Hunger, not being satisfied, naturally is appeased by eating food with a good degree of perfection. The power over muscular movement results in ability to sit alone.

Seventh Month. This period notes progress along all lines of development previously observed. Children playing out of doors gave evidence of delight to the little one, affording long periods of amusement. She now eats from her own hand; while the discovery of the "first tooth" elicits great joy on the part of her parents. The vocal organs have passed beyond the initiatory stage of uttering vocal sounds only, and the expression of "pa-pa" now falls from the lips, not, however, intelligently as to its meaning.

Eighth Month. During this month the malevolent expression of displeasure appears and is seen by the shaking of the head when deprived of something desired. Seven little teeth have arranged themselves in proper order preparatory to the work of mastication. This month is eventful as being the one in which mamma and baby took a journey of over 600 miles, to visit the grandmother. The month was May,

and the weather extremely hot, but the little girl seemed to understand the import of the journey, and hardly uttered an expression of displeasure at the tediousness of the ride. Imitation of sound is noticed on the trip when baby imitates the coughing of a gentleman in the adjoining berth of the sleeper. The gentleman grew angry at the imitation by "young America," as he said, but his displeasure quickly vanished when he found in the morning that "young America" was only a few days over eight months of age.

Ninth Month. Imitation of sounds proceeds rapidly now. The barking of the dog is denoted by "bow-wow," the whinny of a horse by a significant sound, the crowing of a rooster by the familiar form of expression and the "moo" of a cow by a sound indicative of her notion of the lowing of the cow.

Other imitative acts are smelling of flowers after some one shows her how it is done; soon it became an associative act, as every flower, either natural or artificial, was subjected to the same test-smelling; flies were frightened off the screen door as mamma had done, the act being emphasized with a swinging of the little dress and the characteristic "shoo" so common among careful housekeepers. Her wishes are made known by suggestive movements of the hands pointing to the things desired and still further emphasized by significant sounds denoting what she longs for. The first attempts at locomotion appeared in the eighth month, "rolling" being the first indication. This method, limited to a few turns of the body in the eighth month, has now developed to such a degree that her journeys are brought to an end only by the size of the room. Simultaneously with this rolling movement there appeared the backward creeping, but for some unknown reason this method was employed but little in her locomotion. After the rolling and backward stages of movement had been employed for a sufficient time, creeping was the next method of an advanced condition of motion. The first attempt noticed resulted in the extraordinary feat of going at least eight

feet without any stopping for rest. Some days intervened before the first attempt was surpassed in extent. "Hitching" should have been described before the creeping period. This consisted of a peculiar movement while in a sitting posture. The power to "hitch" seemed to be limited chiefly to the left side, consequently the circular motion prevailed, so in order to reach any certain goal it was necessary to intersperse the hitching with frequent "rolls." This combination produced the *desideratum*.

Tenth Month. The sense of sight has extended its limits so much that photographs of her parents' friends were perfectly recognized several feet away. Even pictures upon the wall attract the eye and solicit much attention from the little girl. Knowledge of self, ever-increasing, has extended to the power of locating her nose, ears and eyes, when asked to do so by her mamma. Music is appreciated to such an extent that certain chords played upon the piano are immediately recognized, and a rhythmic motion of hands, body and feet result, much to the amusement of all present. The bright colors of the flowers attract the eye and the hand quickly extends itself to grasp the dainty thing, which instantly finds its way to the nose through the quick action of the will. Flowers have not yet lost their early charm for her. A new phase of imitation appears in the attempt to read as papa does. All attempts to deceive the child relative to the position, "right side up," or "wrong side up," fail when pictures are considered, they being always placed right side up when looked at. Sounds accompany the imitative act of reading and find utterance only at such times. Memory, covering a period of over three weeks, exhibits itself when she sees her papa after an absence of the time mentioned. There could be no possibility of an error here, for the joy experienced was positive proof of a perfect memory on her part. The muscles have strengthened and the act of standing aided by a chair is accomplished with much satisfaction. Sitting alone is a thing long since performed and the use of the feet as agents in locomotion is fast becoming evident.

Eleventh Month. This month is more replete with interest than any of the previous ones, for it is now that entrance is made into that great and important field — language. The beginning is made. The first intelligent word is spoken when the vocal organs reproduce the oft-repeated word, "mamma," causing mamma to rejoice; but "papa" soon falls from the little lips, and to this is quickly added the significant "bye-bye." These are all spoken and accompanied with expression that signifies the attachment of their full meaning to the words. Thus three words constitute the vocabulary of baby during the eleventh month, and even until the fourteenth month. Imitation becomes more active and the impersonation of the "bad," "bad" baby, by facial and vocal expression, and of the "good baby" in a similar manner of conveying to others her notion of such characteristics, become a source of pleasure to those interested. Her understanding of words spoken to her is well developed, nearly everything at all familiar being clearly comprehended when addressed to her in a simple way. Her field of observation enlarges and the clock adds new interest to her little mind. Wonderful indeed is the watch which produces such pleasurable emotions, evinced by the smiling face when the watch is held to the ear. Desire to investigate the cause of the "tick," "tick" immediately follows. Association of picture and object has now become a prominent factor in the child's means of pleasure, much time being spent in looking at the picture-book with her mamma, and pointing to the pictures of familiar objects when asked to do so. Button-hook is also associated with shoe, and curling-iron with its use, besides various other such relations of association.

Twelfth Month. New features occur in this month, but it would be a repetition somewhat to enumerate them, as they are but advanced stages of those already mentioned.

Language (q. v.) has developed; discrimination between the hot and the cold stove is shown; obedience in some degree is being learned, evidenced by putting away of the

playthings when told to do so. Creeping has aided her powers of investigation and everything accessible is now thoroughly examined. Desires grow apace. The mechanical process of eating is assuming quite a degree of proficiency, and means for supplying her wants are rapidly desired. Her vocal expressions, her facial movements and her hand gestures all portray the feelings within very plainly. Thus the first year has seen the unfolding of the tiny plant from a tender bud to an interesting, beautiful and cherished flower. The five petals, the senses, have responded to the influences of their stimuli and have developed with astonishing rapidity.

Imagination, discrimination, reasoning, judgment and memory are all showing signs of activity. The feelings of hunger and thirst, the emotions of sorrow and joy, of pleasure and pain, of love and affection find a place in the little mind. Knowledge of self, of parents and of friends, besides the multitude of other external objects and things have been added to the content of the soul. The muscles have grown, the physique has developed, slowly the motor activities have assumed definiteness and the whole being is nicely started on the journey of its young life, with all the activities keyed to the highest pitch, ready to expand, to grow, to unfold into the completeness of womanhood.

The thirteenth and the fourteenth months enable her to control her movements so that she walks well. Ten teeth have appeared, and language has developed to quite an extent. As talking and the development of vocal sounds are of intense interest we shall direct our attention to that phase of the question. So much has been written about the development of language in children that we hesitate to offer anything in this relation. Darwin, Perez and Sully have offered extensive expositions of child-language. We make no pretensions of deducing any scientific rules or principles, but simply attempt to furnish some data and to make a few general deductions from the same.

VOCABULARY.

Previous to the age of fourteen months "papa," "mamma," and "bye-bye" comprised the vocabulary of the little girl K—n. Below we give a synoptical view:

Age	No.	Increase Over Previous Mo.	Age	No.	Increase Over Previous Mo.
13 Mo's.	3	0	21 Mo's.	211	24
14 "	15	12	22 "	281	70
15 "	27	12	23 "	352	71
16 "	44	17	24 "	427	75
17 "	77	33	25 "	507	80
18 "	116	39	26 "	587	80
19 "	142	26	27 (pres't age)	675	88
20 "	187	45			

We notice that at 21 months the increase is less than any following month. Our observation leads us to seek for a cause of the small increase at this time somewhere, and we have decided that, this period being the transition one, as our record shows, from words to phrases and sentences, in the effort to put words into phrases the acquisitive power seems to be absorbed, but only to recur again with redoubled energy as appears by noting the increase at 22 months. Whether there is any truth in our supposition we are unable to say upon so limited observation as that afforded by one child. The fact, however, remains in this individual case.

VOCABULARY.

13 Months—3 Words. Papa, mamma, bye-bye.

14 Months—12 Words. Kitty, no, chick, Olga, Harry, apple, ball, cooky, tick-tock, up-stairs, Lillie, spoon.

15 Months—12 Words. Man, boy, there, all gone, more, baby's, chair, dolly, box, stocking, shoe, pie.

16 Months—17 Words. Card, pencil, water, door, cold, paper, cushion, cake, apron, dress, broom, pail, key, bib, egg, orange, kick.

17 Months—33 Words. School, milk, stove, parlor, candy, cutter, meat, kiss, bread, butter, cars, shawl, mitten, lamp, flowers, cracker, sew, shears, thread, carpet, cheek, nose, ear, eye, clock, play, sing, soup, book, hand, pin, comb, hair.

18 Months—39 Words. Peel, pony, dog, moon, stars, Jennie, Albert, Merl, playthings, salt, sore, cup, dish, coat, sleeve, meal,

chin, specs, cloak, pocket, sweet, sugar, fork, mouth, table, blow, stool, cow, ribbon, dirt, broke, bird, sick, ink, sleep, drink, stick, bone, burn.

19 Months—26 Words. Shirt, leg, basket, please, thank you, walk, brush, read, skirt, rubber, kitchen, away, lady, stoop, open, fall, cough, soap, spill, shut (door), sirup, pickle, shelf, scrub, tired, come.

20 Months—45 Words. Good, see, supper, stop, warm, Martha, Claude, Grace, Mickens, banana, in, the, bed, home, watch, pantry, Benewick, berry, urban, pan, whistle, lock, Frank, Sanborn (Mrs.), Abbott, collar, through, two, love, Rowley, her, finger, grass, pick, blanket, Bert, Myrtle, cellar, dark, clothes-pin, poor, pocket-book, sleepy, ashes, lap.

21 Months—24 Words. Enough, nice, pudding, done, Bernice, Voose, yes, ask, Lustfield, working, pansy, Massie, Dusenberry, scratch, mark, gone, church, meet, take, fishing, Huse (Mr.), Hyslop, mosquito, bite.

22 Months—70 Words. Hammer, hoe, rake, busy, always, bicycle, wheel, band, put, sit, hello, down, lie, on, write, pretty, parasol, carriage, buggy, naughty, knife, bring, soon, do, eat, break, neck, have, sat, some, wife, off, this, it, corner, back, turn, Granby, Leona, sun, goes, of, and, boat, pear, tree, bean, rain, Rose, Ida, grandpa, grandma, May, get, peach, pile, out, fasten, fix, sour, sweetheart, blessed, duck, necktie, board, nail, post, letter, Jap, Lucy.

23 Months—71 Words. Carry, wood, cleaning, sidewalk, telephone, pig, money, railroad, ride, reading, ax, keep, grapes, laugh, cool, towel, fly, milkman, tongue, chain, thumb, touch, floor, fire, feet, match, wake, wall, tie, foot, who, tomato, tooth, glasses, crying, old, toes, reach, pillow, lounge, sewing-machine, saw, close, want, pull, find, looking, talk, schoolhouse, ring, fence, gate, house, shake, stand, are, bottle, coal, cloth, clean, cut, cap, dear, don't, flour, fish, funny, fell, found, gloves, horse.

24 Months—75 Words. Stomach, barn, cuffs, took, tub, boil, piano, lame, cry, wet, waist, corn, laughing, careful, iron, change, fill, empty, high, straight, wash, yourself, lip, chop, quilt, along, build, wind, brought, attend, handle, flatiron, guess, bottom, wagon, saucer, frog, jumping, spot, chunk, buy, so, oilcloth, ashamed, bud, tambourine, bedroom, your, pillow-sham, coal-scuttle, kindlingwood, scold, cross, Tully (Mr.), corset, sitting, closet, dance, making, playing, gum, noise, be, was, had, hard, is, just, jump, know, lay, look, men, not, own.

25 Months—80 Words. Plate, platter, Parks (Mr.), said, listen, pants, lace, all, sweetest, dearest, myself, mine, dancing, give, Katie

Esther, umbrella, knocking, most, Ahart, Willie, Bowman (Mrs.), which, wind, rolling, marble, make, happy, stories, slipper, rug, dishpan, night-gown, bell, rings, music, napkin, tablecloth, jelly, Johnson (Mr.), bunnies, step, alone, hole, little, lost, let, tart, overcoat, tail, that, another, again, after, button, block, beet, breakfast, Carl, cupboard, calf, Anna, post office, doing, bonnet, because, dry, spider, blowing, by, book case, watching, emptying, plum, pen, soft, sheep, sheet, sand, spits.

26 Months—80 Words. Drawer, dinner, darling, didn't, minute, Young (Mr.), me, mustache, nut, night, over, picking, finger-nails, tumbling, say, toenails, woodbox, thought, tiny, got, choke, pounding, tacks, Wilson (Mr.), like, dustpan, shovel, pipe, snowman, bake, stirring, dusting, teeth, line, somebody, nobody, talking, bowl, Bach (Mrs.), show, Ericson (Mrs.), seed, coming, ticket, keep, still, will, Clapp (Mrs.), helping, I, hold, you, mother, goodbye, curling, burning, better, well, undress, singing, unpin, only, pet, wrong, did, untie, unfasten, unbutton, vest, great, itch, raisins, took, under, write, what, why, won't, else, ironing-board.

27 Months—88 Words. Hendricks (Mrs.), going, climb, cabbage, washing, cook, clothes, curtain, can, can't, call, cream, Margison (Mrs.), George, name, how, rim, roll, rocking, quick, scrubbing, bad, nasty, raise, room, sled, rap, writing, window, snow, coal-stove, overshoes, pancakes, sausage, deer, pumpkin-pie, vaseline, pill, running, medicine, Darling (Dr.), cover, up, Handy (Mrs.), bug, must, button-hook, sweeping, move, picture, Sweeney (Miss), strawberry, hairpin, needle, Pierce (Mrs.), elephant, Dunn (Mrs.), toothpick, rub, mercy sakes, knee, wrapper, pussyhood, where, ought, sticking, jacket, for, made, then, mud, nutpick, tight, shoulders, shaking, celery, quiet, sticky, touching, lamp chimney, anybody, bit, muff, caught, broken, tipped, push, button-hole.

Signed,

CHARLES W. MICKENS.

Ann Arbor, Mich.

(Concluded in our next number.)



Schoolmaster: "Now, boys, how many months have twenty-eight days?"

Boys in concert: "All of them!"

Teacher: "You're a naughty boy, Tommy."

Tommy: "Well, I'm not half so naughty as I could be."

I PRESSED THE BUTTON TILL IT CLICKED.

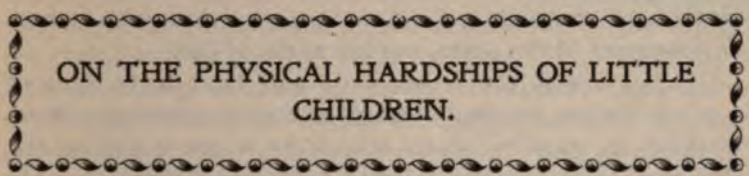
We posed her there upon the lawn
Beside her high-backed chair,
The morning sunlight beaming on
The wavelets of her hair:
She clasped her dolly to her breast,
And we, combining, tricked
Her into stillness. Then I pressed
The button till it clicked.

Dear God, what changes time can bring!
Sometimes now, unawares
I find myself half listening
To hear her on the stairs;
And when I chance upon her doll
Or on her brownie men
I almost think if I should call
She'd toddle back again.

And when through mists I look upon
The little picture we
Took of her that day on the lawn
She seems once more with me;
Once more as in those other days
The sun gleams on her hair
And with her rubber doll she plays
Beside her high-backed chair.

In Paris, Florence, Naples, Rome,
Are noble works of art
And famed collections here at home
Uplift and thrill the heart
But I shall ever value best
(Though critics' views conflict),
That picture made the day I pressed
The button till it clicked.

From the Chicago Record, Sept. 1, 1897.



ON THE PHYSICAL HARDSHIPS OF LITTLE CHILDREN.

MOST of us groan under the pain of physical hardship.

We never seem to become used to it, no matter how frequently we are called upon to endure its pangs. Not many of us can bear unflinchingly the bodily ills which so often afflict us. A few disciplined souls may become so trained that they are able to endure much without a murmur. Yet how often are little children called upon to suffer physical tortures, with so little strength and endurance in comparison to mature men and women.

It is considered a natural phenomenon for the grasshopper to spring the great distance that it does, in proportion to its size. We marvel at it; but the grasshopper is endowed with wonderful muscular power, and can leap many times its own height. Many of the sufferings of little children are equal to those of grown people, yet unlike the grasshopper, they are not correspondingly equipped with greater strength. Nor do they possess the requisite fortitude to help them, for their lives have been too short to learn even its rudiments.

The subject has been narrowed down to the physical hardships of children. It is not our intention to touch upon their troubles in general, either of heart or mind, because these are so varied and alas, so numerous, that they could not be treated of adequately within the narrow confines of this paper. And then again, we do not intend to dwell on the terrible hardships of extreme cases, nor on those endured in localities where the sufferings of little children are so great that they cause one to shudder with horror. We merely intend to call attention to hardships which are inci-

dental to the lives of ordinary school-children, and which can largely be obviated by parent and teacher, and for the betterment of which it is not necessary to change the whole environment of the child, nor his mode of life.

To begin with the lesser evils and lead up to those of a graver nature, we might enumerate such seemingly trivial troubles as starched seams, which are so rough and painful that they fairly saw the delicate flesh which they rub. Or, the getting of soap into the eyes and mouths of little children, through negligence, when they are being washed by mother or nurse—though I do know of a little baby who had a vitiated taste for soap and who used to cry when this taste was not indulged and the bar was taken away from it. Still, most children do not share this perverted inclination, as their vigorous cries testify to their distaste.

In combing the hair of children, when done by an indifferent person, it is often roughly pulled. We elders, who so carefully perform those offices for ourselves, may be incredulous of the weight of these little troubles, but they are real ones to young children and correspond in their lives to much greater ones in ours.

There is one hardship which is absolutely useless and without excuse. It results neither from poverty, environment, nor unhappy necessity, but is caused by carelessness or thoughtlessness. We refer to parents, buying new shoes which are too small for their children, which ruin their feet, and entail much future misery for them—like David Copperfield, who said: "Within the first week of my passion I bought four sumptuous waistcoats—not for myself; I had no pride in them; for Dora—and took to wearing straw-colored kid gloves in the streets, and laid the foundations of all the corns I have ever had. If the boots I wore at that period could only be produced and compared with the natural size of my feet, they would show what the state of my heart was, in a most affecting manner. . . . My boots may be placed in any collection of instruments of torture." However, our great favorite, David, was not an involuntary

victim, but was immolated on the altar of vanity from choice, while helpless little children are innocent sufferers. Of course we refer to the period of child-life before vanity is a factor in the case; for older children (girls especially) are occasionally actuated by this motive, and will sometimes declare that their shoes do not hurt, when in reality they do, and persuade their elders to buy them. But we allude to the happy time of childhood when such considerations carry no weight, and when, perhaps, parents will purchase shoes without having the child with them to be tried on, but bring a pair home, and the child has to adapt his feet to the shoes instead of vice versa. Probably these little ones have a long distance to walk to school, and their sufferings are intense when every step they take is painful.

Pulling the ears and noses of children has, as we believe and hope, been done away with, together with the instruments of torture of mediæval times, and most people realize the injury done by these indignities. But young children suffer severely from earache, toothache and ailments from natural causes, as also from bruises and injuries caused by falls. These may be largely alleviated by simple remedies and sympathetic attention. Not infrequently their aches arise from neglect as, for instance, when their teeth are not properly cared for. It is not an easy thing for children to sit still in school and try to pay attention when afflicted with the toothache.

The writer herself has the children come to her in school at the toothless age. Not exactly the age to which Shakespeare refers when he says "sans teeth," but it is at the time that they are shedding their baby teeth and are passing through all the rigors of toothache. It is sometimes amusing to observe the inconveniences they are put to in the process. To see an apple that is furrowed and burrowed with circular ridges from its owner being under the painful necessity of eating the same with his back teeth is an ordinary sight.

It is a difficult feat to eat fruit in its whole, round state

with the molars. But such hardships as these pass quickly away, and it would be a glad thing if all their troubles were as soon remedied by nature.

Instances are not uncommon where children come to school suffering with weakness from insufficient food and from undiscovered illness. These are genuine hardships, great and real, and which often are entirely unsuspected by the most kind-hearted teacher.

Hoffding affirms, in his "Outlines of Psychology," that "where adults merely tremble children fall into convulsions." How true is his conception of the relative strength of a child's terror in comparison with that of grown people. A child has such acute powers of exaggeration of dangers, in its own mind, that are out of all proportion to the reality. The imagination of children is so painfully real that their fear often amounts to physical pain, and, as such, cannot be overlooked in the present paper. A few of these terrors may be enumerated, as their dread of thunder and lightning, their awe of superiors, whom they tremblingly regard and who are unaware that they are inspiring such emotions, it being usually the good children who take those things (reproofs or threats) most to heart, which glance off from the minds of the troublesome ones for whom they are intended, their fear of cows or other animals which must be passed on their way to school, and their worry which they feel when they have a long distance to go to school and are afraid of being late and of an imaginary punishment.

Next, we would consider children's hardships caused by the severity of the elements, which are purely physical. They are frequently exposed to the inclemencies of intense heat and cold, to storms, and snow and hail, without sufficient protection in the way of clothing, overshoes, mittens, etc. They are subjected to headache from the heat, or wet and even frostbitten feet from the cold. Many times children come to school when the thermometer is below zero, without any covering on their ears or hands. Sometimes we have to work with the children and rub them with snow

and put their hands in cold water to give relief. They come crying to school, enduring untold miseries, and it is enough to make your heart ache to think of parents allowing their little ones to go out so unprotected. The children themselves have had no experience; they are unconscious of what awaits them on their long, pitiful journey to school. And yet they do not dream of complaining. This illustrates the beautiful resignation which is inherent in most children. They accept hardships as a matter of course, and it never occurs to them in the remotest manner to question their parents' allowing them to go out in such weather and they never rebel against such cruelty. Reference is made to the age of six or seven years. It is rare that they pass judgment upon the actions of their elders. They have an uncomplaining way of receiving the inevitable, which is touching in the extreme, and which would do credit to a philosopher. They accept their troubles as older people do the afflictions of Providence, only with less complaint, for they never murmur. Though with the little thing, it is not always the stern inevitable to which they must bow, it is frequently some hardship which could be obviated, and many of these will in great measure be removed when all parents—poor or rich—and teachers become better acquainted with the humane teachings and gentle guidance of child-study.

Once I saw a little child limping painfully down the aisle; she was walking on a sharp nail in her shoe, and it did not occur to her to ask permission to remove the veritable thorn in the flesh until I myself discovered her misery and smoothed away the difficulty. Many instances of this nature could be cited.

During last winter, the most bitter morning, when it was below zero, a little boy came to school with his chubby hands and arms a bright red up to the elbow, nearly frozen. At these times my indignation against such parents exceeds all bounds. And the child *had* mittens at home—that was the inexcusable part of it—and he had not been looked

after and made to wear them. Such hardships are unnecessary.

Often there are examples of the most gentle motherliness, protective tenderness and unselfishness on the part of older sisters and brothers, when we see the little one toddling after the larger child, who does all in his power to help and comfort his charge.

These are but a few of the many sufferings entailed upon the helplessness of childhood. Happily there is one quality which exists, and over which we rejoice; it is that, though children have less strength to bear hardships, they recover more quickly because their recuperative powers are far greater than those of grown people. Then a child very quickly forgets its troubles, and as soon as the immediate discomfort vanishes, forgets all about them.

Scott has expressed it truthfully in the lines:

“The tear down childhood’s cheek that flows
Is like the dewdrop on the rose;
When next the summer breeze comes by
And waves the bush, the flower is dry.”

JULIE CAROLINE O’HARA.

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The little maiden had a French nurse, of whom she was very fond, and who supplied her with most of her amusement. One day this nurse departed, and her small charge didn’t know what to do with herself. She wandered about the house, upstairs and down, into the garden and back again, and finally hung about her mother, who was busy just then with the baby. Receiving no attention, she turned away, saying dejectedly: “Nobody loves me. I guess I’ll go down into the garden and eat bugs. I ate free yes’day—two smooove ones and one woolly one.”



Freddie—“Ma, what is the baby’s name?” Ma—“The baby hasn’t any name.” Freddie: “Then how did he know he belonged here?”—*Tid-Bits*.

Teaching a Stupid Child to Read.

HE was a beautiful little fellow, as pretty as a girl and the darling of the household. But he did not learn. His dear little mother had exhausted her ability and hope in trying to teach him the difference between c-a-t and d-o-g, or, indeed, any combination of letters whatever. He knew the letters of the alphabet, but there his education threatened to stop, for he seemed to have no idea of sound in spelling and no memory of the order of letters in words. Even his grandmother, with her infinite love and patience, gave him up as a bad job, when, after a long siege of drilling c-a-t he persisted in thinking b-c-d would answer as well.

The matter was brought formally before the supreme court of the family, which was I, the little boy's aunty.

The supreme court decided that he was too delicate for confinement in school, too tender for being thrown amongst boys, and that there was nothing to be done but to send little Ernest over to his aunty every day.

I must confess that I had no plan nor any idea how success was to be worked out; but it had to be in some way, and I determined to give up my mornings to the object and devote myself to the first steps in the education of this darling, stupid child.

It was such a beautiful sight to see the little fellow, through the orange grove and palm trees, coming so proudly all alone with his little book clasped tightly in his hand, making his way—not with his usual mad glee of a visit—but with all the importance of the dignity of going to school to the supreme court.

He was mistaken if he thought I had any use for the book that he laid, with a sigh, in my lap. I kissed his long-

lashed eyes of blue and drew him to me with all my heart as I laid the book aside.

"It is too warm to study, darling, isn't it? And the skies are too blue and the mocking-birds are singing too loudly."

"Yes, Aunty, but mother said I was coming over to learn," he answered, conscientiously, with a second sigh.

"Time enough for that. Mother has given you to me for the mornings, and we are just going to have good times. What was the nicest thing you got last Christmas?"

"O, Aunty, the train of cars."

"What do you play most of the time? Do you like dolls?"

"Why, Aunty, did you forget I am not a girl? I play trains in the sand."

"Well, now, I am busy for a little while. You go down in the yard and play trains. Get everything ready, and pretty soon I'll go down and play with you."

Off he went, happy. I watched him from the window, and soon he had the whole sandy yard laid off with his tracks, his round-houses, stations, switches, and all.

"Aunty, please don't step on that," he said, when I went down. "That's the track of the J. T. & K. W. and the lightning express is just coming."

I played with him awhile, and found that railroads filled his mind. He knew the names of the engines, knew the times of the trains, knew many of the engineers and conductors.

"Where have you learned all this, Ernest?"

"You know, Aunty, father always takes me to the trains when we go walking. That's where I love to go."

I saw victory within reach.

"Come, now, darling, I have a game upstairs. I think you'll like it—a sort of railroad game."

I got the scissors and paper and cut out the letters "C-A-T."

"Now, Ernest, whistle and blow and ring your bells all right. We are going to a little town named Cat. The first

station on this line is C. The next is A, and the next is T. You must call out your stations and stop your trains, when we come to them, and then we will go on to 'Cat town.'"

It was fine fun, and the most remarkable thing was that he never missed the order of the letters after he had been once told his stations, and he went home to his mother the first morning knowing how to spell "cat" and "dog" and "church," and he never forgot them.

He would call out "C station! All out for C! Toot-toot! Ting-a-ling! All aboard!" and off the train would go. "A station! All out for A! Toot-toot! Ting-a-ling! All aboard! T station! All out for T! Toot-toot! Ting-a-ling! All aboard! Next station is Cat town! Twenty minutes for breakfast!"

He was interested; and to accomplish this is the key to success. I had found what he liked to think about, and we thought about it. He learned to spell with the speed of a lightning express all the common words we could think of. We formed corporations and built railroads, and named stations, until I had railroaded him through the Third Reader.

Stupid child? No indeed! Don't let any one say our boy is stupid. Why, isn't he at this moment holding his own in the second grade? And didn't he take the honors of his class last year? Stupid, indeed!

MRS. LEORA B. ROBINSON.

New York City.



Two little brothers, aged respectively four and six years old, fell in with a stray kitten, which, suffering by the hands of some cruel person, had of its tail scarcely half an inch remaining. "Poor little kitten," said the younger one. "Who has cut off its tail? I wonder if it will grow again?" To which the elder gravely remarked: "Of course it will! Don't you see the root is there?"



Childhood Reminiscences.

ONE of the greatest means of help in every-day teaching is the recall of one's own childhood experiences. In many normal schools and training-classes emphasis is placed upon this necessity of the teacher passing in review his own childhood experiences in order to place himself in sympathetic touch and loving conscious contact with the children he has to guide and instruct. The two papers here presented are from a collection of many written by members in the training-class of one of the best kindergarten colleges in the country.

I.

My childhood up to the age of ten was unique in many respects. At the time of my birth my father was in charge of a young ladies' seminary situated in a small New Hampshire town, somewhat apart from the village. My older sister, my brother and myself were the only children in a little world, under one roof, consisting of more than one hundred teachers, pupils and servants.

The building was large, with its schoolroom, gymnasium, recitation-rooms, etc., and the grounds included several acres of land, affording a most excellent opportunity for open-air activity.

With the exception of two or three of the village children who occasionally came to play with us, my brother, a little older than I, was my constant companion. I was his obedient slave and it never occurred to me that I should not do everything that he did, no matter whether it was riding the horse "bareback," or performing on the "trapeze." We were out of doors playing "hide-and-seek" and "ball," riding horseback or driving nearly all the time. Many hours at

a time we would spend making "mud pies" and frequently we were fortunate enough to have clay instead of mud.

Besides our old horse, Prince, who held first place in our affections, we had many other pets—cats, rabbits, hens and chickens, guinea hens, and last, but not least in our estimation, two motherless baby pigs, which we were allowed to care for. These we fed regularly with milk from a nursing bottle until they grew too large for us to manage.

So the first years of my life were spent largely out of doors playing with real living playthings. No wonder that books and dolls were given second place.

Sometimes, of course, the weather kept us within doors and those days we would spend often in the gymnasium, where we could build houses with the wands or ride the velocipede to our hearts' content.

As may be seen, however, while we were early gaining ideas of system and order, we did not have the early association in school with boys and girls of similar ages that is common among children. The one public school in the town was not at that time a suitable place for small children. Fortunate for us that in the nursery and in our private home life we were more or less under influences which tended to an intellectual and moral as well as physical development. Being in touch with the educational thought of the day, our parents experimented somewhat upon us, leading us to observe and think for ourselves. We were given toys, pictures, games and work with this thought largely in mind. The result was that it was never known exactly when or how we learned to read, write, count, etc.

My first regular lessons began when I was seven years old, when Mr. B——, who succeeded my father as principal of the seminary, moved to the school with his family, which consisted of his wife, a daughter, a few months younger than I, and a two-year-old son. The daughter and I formed the class, and we were taught by Mrs. B—— for a few hours every morning. This lasted, with some interruptions, until I was eight, when my father moved to Boston.

For some reason I was not sent to school until I was ten years old, when I entered the first class of the primary grade in the public school. I was ready for promotion at the end of the year, but the grammar school was too far away for me to attend, so I spent another year in the primary. At the end of this year the lowest grades of the grammar school were moved to the same building. I entered but after one year I left the public school. The next winter I studied a little at home and the following fall was sent to a private school, from which I was graduated.

When I was a little child, not more than four years old, there was a marriage in the family. It was a church wedding and I was allowed to attend, and I can remember being lifted up to the seat in the end of the pew that I might have a better view of the bride. This is the first thing that I can remember, but after that things happened that I shall never forget.

I shall always remember the favorite songs that were so much comfort when I came crying into the house with a bumped head, or an injured finger. These were "Giggle-Gaw-Goo," "Where Have You Been, Billy Boy?" and "Who'll be King but Charley?" Or the rhymes from "Mother Goose" and the story of the "Old Woman and Her Pig." As I grew older the "Prudy" and "Dotty Dimple" books and two or three collections of fairy tales were my favorites.

I shall never forget how we used, on Sundays, to play church in the schoolroom. It was a serious matter with us, but it must have been a laughable sight to see my brother, a little fellow of ten years, stand back of the reading desk and announce hymns which I would play with one finger on the little organ—more properly speaking one hymn, because my repertoire consisted of only "Blest be the Tie that Binds."

The size of the congregation was never large, being made up of three or four girls and Mrs. B's baby boy, who had to be lifted up and down every time we sang. The usual church program was followed and we had a regular sermon,

from "firstly" to "finally," written for the occasion by my brother. I have one of them yet on the text, "Love One Another."

I never tried to sew very much and consequently my poor dolls were obliged to appear in very primitive clothes. The popular fancy-work at that time was the cardboard mottoes. I was very fond of making bookmarks of this work. One Christmas I was given a box of the kindergarten weaving materials which afforded me great pleasure as long as they lasted.

Like every child I collected picture-cards and made many scrapbooks out of advertising cards. Later I caught the "stamp-collecting" craze from my brother, but I never really knew why I wanted the stamps.

I never, as a child, cared much for games, although sometimes I played "parchesi" or "letters" and simple games with cards.

I have sometimes told stories to children but I have been more given to reading than originating.

NELLIE WALLACE ORCUTT.

II.

THE first thing I remember happened when I was three and a half years of age. My mother had not been well for some time and one afternoon, as she was taken worse, the girl started with me for the doctor. We hadn't gone far before I saw some birds in the road. I remember trying to persuade the girl to return home with me to get some salt to put on the birds' tails, for I had been told that if I put salt on their tails I could catch them. Our girl, who wasn't especially anxious to catch birds just at that time, was endeavoring to persuade me to go on with her when my father appeared. I left the birds and went home with him, while the girl went on for the doctor.

I had an aunt who lived with us when I was a little girl and this aunt was very devoted to me. I always called her Aunt Nannie. She was very fond of reading stories to me

from a book which I christened Nannie's book. One of the stories which I remember best was about a singing mouse. I also remember many stories in a book which belonged to my brother, especially one called "The Tower of Jumbo Jee." Another story that made a lasting impression upon me was that of a little girl who wriggled so much in her chair that she turned into an eel. I was also familiar with all the "Mother Goose" stories and was especially fond of "Bo Peep." Most vividly I can remember my father's reciting from *Paradise* and the *Peri* beginning:

"Now upon Syria's land of roses
Softly the light of eve reposes."

He used to say this to me until I fell asleep. My brother and I never tired of listening to Bible stories, of which my father told us all the important ones. We would also listen for any length of time to accounts of my father's boyhood. If he said, "Shall I tell you what I used to do when I was a boy?" we were always ready to listen.

I can never remember a time when my mother didn't sing to us. I was very fond of having her sing "Hang up the Baby's Stocking." Another song I most liked was about some white piggies. There were two songs I learned my first year in school which I shall never forget. One was the familiar gospel hymn, "When He cometh, when He cometh, to make up His jewels," and the name of the other was "The Old Black Cat." Very distinctly do I remember a song called "Put Me in My Little Bed," which my mother used to sing. It was a sad song, and I always cried and begged her not to sing it whenever she attempted to do so.

I don't remember playing any games such as authors and checkers until I was quite old, but I had innumerable plays of my own. One of the first games was throwing my dolls across the room and then scrambling after them. As my brother was very fond of playing with blocks, I was led to play with them, and we usually played cars, filling the room so full of trains that it was almost impossible to walk about. Sometimes we built barns and used animal crackers for

horses, cows, pigs, etc. As there were no horsecars nor electric-cars in Worcester in those days, people were conveyed to different parts of the city in herdics. My brother's great ambition was to be a herdic-driver, and consequently he spent a great deal of time in driving a herdic made of chairs, with chairs for horses. I used to ride a great deal with my dolls in this herdic.

I was always fond of dressing up in my mother's clothes and playing lady, and also of being a baby. My ability in imitating a baby was known all over the neighborhood, and whenever the children played house I was always wanted by all the play-mothers for their baby.

As my father had all varieties of paper at his office, my brother and I collected papers of every possible color and texture and with them kept what we called a "variety store," which we played by the hour. We also played what we called "playing man." This consisted in calling one another Mr. — and talking as we imagined men did. We were always in the railroad business. One of us owned a bridge across the Atlantic and the other across the Pacific, on which trains crossed. I usually managed to choose first to own the bridge across the Atlantic, much to my brother's disgust. Sometimes I succeeded in persuading him to "play woman." This comprised discussing our imaginary children, telling their names, ages and color of hair and eyes. Then we always talked about what new dresses we were making for them, what colors they were and how they were made. We were always particular to think if the dress would be becoming to the particular child for whom it was designed.

There was a long hall in the basement of our house which led to a dark room, in which was the furnace. Out of this hall opened several rooms, but, as the doors were usually closed, the hall was very dark. One of the great delights of the children in the neighborhood was to play "get scared." This consisted in going as far down the dark hall as we dared. Sometimes we would go almost to the

called "The G.A.C.C." This meant "The Glass and China Club." We collected all the pieces of glass and china we could find in old ashpiles or anywhere else, and put them in a large glass bottle which we hid in a stone wall.

FLORENCE L. GODDARD.

Child-Study and Corporal Punishment.

THE study of the children has brought consciously to the knowledge of the average school-teacher the fact that the controlling motive in school must be interest; that the love for learning cannot be secured by means of the rod or the ruler; that the great need of the children is patience, and not punishment; that their pranks (which are soon forgotten) are but a part of their development, and are not designed for the misery of the teacher; that whispering in school is not an unpardonable sin—certainly not to be compared to the sin of the teacher who requires self-reporting at the close of school, when children are tired and want to go home; in short, that, considering surroundings, temptations, state of development and human nature, the inclinations of children are generally toward the good.

The fact of the matter is that school-flogging is an outgrowth of the total-depravity and physical-torture-to-all-eternity theory in theology, with the addition of mental starvation on the three R's. As a means of saving grace, both are terrible failures. Just so far as a teacher controls through physical fear, just so far he or she makes humiliating confession of weakness, concedes the lack of true manhood or womanhood, and just so far will the training of girls and boys be a failure.—*Orville T. Bright.*

An old maxim reversed: First Tot—"My mamma says: 'If the shoe fits, put it on.'" Second Tot—"My mamma says: 'If the shoe fits, take it off—it's too big.'"



Editorial.

The Death of Professor Preyer.

SCIENCE and education have again suffered a most serious loss in the death of Professor Wilhelm Thierry Preyer, Ph.D., of the University of Berlin. His life and work are of profound interest to the readers of THE CHILD-STUDY MONTHLY in that he was really the pioneer in the field of genetic psychology that has in these latter days been designated as the "Child-Study Movement," as developed by G. Stanley Hall and others in this country. Preyer was the first to make this great department of psychology a special line of investigation.

Preyer was born on the island of Malta and was of partial English descent. Though educated in Germany he lived for a time in England, and, surrounded as he was for a period by English influences, he became naturally a fluent speaker of English, so that in his later life as docent and professor in three of the strongest German universities, he was found more approachable by American and English students than many of the professors who could converse only in German.

From the first Professor Preyer was a champion of the Darwinian theory of evolution, and his first contribution of great significance was his famous book, "Physiology of the Embryo," which we sincerely regret has never, as a whole, been translated into English. On the third of January, 1880, before a scientific body assembled at Berlin, Preyer gave an address on the "The Genesis of Mind," which aroused so much comment that it was afterwards published by request as a part of his book, "Facts and Problems of Natural Science."

His career as teacher began with his appointment as docent in zoochemistry at the University of Bonn in 1865. In 1869 he became professor of physiology in the University of Jena, which position he held until 1888, when he became connected with the University of Berlin. His classes were large, his lectures popular—a large portion of his classes consisting of American students. He was also one of the most scientific interpreters of hypnotism and telepathy and during the winter of '91-'92, when the writer attended his various classes, his lectures on these subjects were attended by as many as seven hundred students.

But our chief obligation to Dr. Preyer dates from the appearance of his epoch-making book, "The Mind of the Child," which appeared in 1881, and which has been ably translated into English, the translation being edited by our Commissioner of Education, Dr. William T. Harris. Ten years later he published "The Infant Mind"—a most interesting volume, less technical than the earlier work and written for the express purpose of initiating mothers into the more or less complicated science of mind-development. These books on the mental development of the child were among the first volumes selected for the International Educational Series published by D. Appleton & Co., of New York, and edited by Dr. Harris.

Preyer's work along these lines, with the excellent results achieved, constitute the mainspring of the modern child-study movement. His method was essentially inductive. He made daily, exact, painstaking observations in a most thorough and complete manner, which consequently gave solid foundation for his conclusions. In this way he succeeded in evoking a widespread interest in the development of the infant mind and was directly the occasion for many of the more recent special investigations into the phenomena of the first years of child-life. Every day brings to our notice the name of some new laborer in this department of modern pedagogy—and such work has been made possible by the pioneer work of Professor Preyer, who has

set a noble example in method as well as subject-matter of investigation. Preyer was not visionary, though often so designated by some of his more phlegmatic contemporaries. Genial, broad-minded, large-hearted, deep-chested and never narrow, prejudiced nor self-conceited, he stands as one of the tall, sun-crowned men identified with the growth of modern science. He was the sort of man John G. Holland describes as one—

"Who lived above the fog
In public duty and private thinking."

Preyer was fortunate in not suffering from some of the limitations common to many men of science. Possessing considerable wealth, he was never dependent upon salary nor position for his livelihood. Absolutely independent of objective conditions and limitations, it was possible for his strong, active mind to work untrammelled. This complete freedom in a measure accounts for the prodigious amount of work he was able to do and so successfully withal.

A little over three years ago he was compelled to give up his work at the University of Berlin and seek relief for his malady at the famous hot springs of Wiesbaden. The change afforded only the most temporary relief, and after long and almost continual suffering, he died on the 15th day of July last, at the age of fifty-six years. A short time before his death he sent a letter to the writer of this editorial accompanied with a most excellent photograph of himself, which we are glad to present to our readers as the frontispiece of this issue of *THE CHILD-STUDY MONTHLY*.

Even now, as we write, our thoughts go back to more than one winter evening spent in listening to his delightful conversation in his palatial home in one of the quiet, park-like squares of Berlin, and those of us who have felt the inspiring touch of his companionship experience a deep personal loss in his death. All who have read any of his writings can well understand why it is that his name is so indelibly impressed on the intellectual life of Germany and how deserving he is of every meed of praise sounded by his

enthusiastic students. The science of education has lost one of its most faithful devotees, whose services were made the more valuable because every pedagogical principle he set forth was gained by patient, painstaking observation of actual facts under actual conditions. This fidelity to fact made his comprehension of educational forces into so exact a picture that he could always speak as one having authority.

W. O. K.



**Mothers'
Convocation.**

THE Fourth Annual Convocation of Mothers will be held in Chicago, September 28-29-30, under the auspices of the Chicago Kindergarten College, in Handel Hall, 40 East Randolph Street. There will be three sessions daily. The crowded audiences from home and abroad, which have been present at each previous Convocation, testify to the widespread interest throughout the country which has been awakened in regard to children's needs and their right education. The audiences have been composed, not only of mothers, but of fathers and prominent educators as well. One of the delightful features of these meetings is that a full and free discussion follows each paper or address, in which members of the audience are invited to participate. Vital questions are answered by well-known educators and thinkers. Practical methods are suggested by trained kindergartners. All sessions are free and a cordial invitation is extended to all interested in the study of children to be present. Every city and town is invited to send a delegation.

One of the most hopeful features in the educational world is the rapidly growing interest in every phase of child-study. This interest is shown in innumerable ways—in the formation of child-study clubs, in the incorporation of the kindergartens as a part of the public school system, in the increasing number of those who are fitting themselves for kindergarten teachers or for the application of kindergarten principles in primary work; also in the formation of mothers and parents' study clubs. The situation is

a unique one; this interest in the study of children has grown so rapidly and the public schools have opened their doors so fast to the kindergarten that the supply of teachers is not equal to the demand. Of what other department in education can this be said? Upon visiting the Chicago Kindergarten College recently we ascertained that, with an average of one hundred students yearly, the college has not been able to meet the demands upon it for teachers, and that this early in the season every available student has been placed for the year. We presume that other kindergarten training-schools are in like position. Would not our high school and college graduates do well to turn their attention to this new and what must be, for many years, comparatively unoccupied field?



DR. C. C. VAN LIEW, who has for the past three and one-half years been one of the faculty of the Illinois State Normal University, has accepted a position in the State Normal School at Los Angeles, Cal., where he will have charge of the departments of Psychology and Child Study and will direct the work of the practice-school.

No one has worked with more indefatigable zeal and ardor in behalf of Child Study than has Dr. Van Liew. He is one of the charter members of the Illinois Society for Child Study, founded at Champaign, at the call of Dr. Krohn, four years ago. About three years ago he became secretary and treasurer of the Illinois Society, and his admirable success in this capacity is well known to all. As secretary he was, by virtue of his office, editor of the *Transactions of the Illinois Society for Child Study*, and these publications are among the very best contributions in the special lines of genetic psychology. To no one else so much as to Dr. Van Liew is the marvelous growth of the Illinois Society due. Illinois teachers will miss him, for he has attended the meetings of nearly every teachers' association in Illinois since coming to the state and has been one of the most popular instructors at the annual teachers' institutes

in the various counties. Eminently fitted for his work by special training at the University of Jena, in addition to a broad preliminary training in this country, Dr. Van Liew will prove a valuable addition to the educational forces of California. We hate to lose him from Illinois, and yet California also hath need of him—but we cannot help wishing he were twins.



The State University of Wisconsin has established a "School of Education," which aims "to afford practical instruction to students who wish to prepare themselves for teaching in public schools and colleges; to those who wish to become school principals and school superintendents; to those who desire to pursue studies in the science and art of education." A thorough-going practice-school will be one of the strongest features of the work.



The announcement of this new enterprise on the part of the University of Wisconsin is a source of much gratification to those interested in educational progress. Professor Stearns, so well and favorably known as the head of the Department of Pedagogy, is the director of the School of Education. The courses offered in Educational Psychology, Child Study and Pedagogy are sixteen in number with eighteen courses in allied subjects, from which selections can be made for additional specialized work.



Professor M. V. O'Shea, so well known to the readers of *THE CHILD-STUDY MONTHLY* because of his interesting contributions to its pages, has been made the head of the Department of the Science and Art of Teaching in this new School of Education, and in this selection the authorities of Wisconsin University have shown much wisdom. Professor O'Shea is a graduate of Cornell University and has been teaching in the State Normal of Minnesota and more recently in the School of Pedagogy of the University of Buf-

falo. In addition to his articles in *THE CHILD-STUDY MONTHLY*, he has contributed, on educational topics, to the *Popular Science Monthly*, *North American Review*, *The Outlook*, and others of the better class of journals. Though still a young man, O'Shea is recognized as an authority in his line of work and investigation. He has been heard at the various state associations and at the N. E. A., with the most intense interest. His connection with the new venture of the University of Wisconsin is, to our mind, a guarantee that the new project will be crowned with success.



Professor L. H. Galbreath, for the past year a member of the faculty of the Illinois State Normal, has been chosen to fill the position at Buffalo vacated by Professor O'Shea. Galbreath, with his intense earnestness, intelligent zeal and deep insight, will do much toward the building of a great school of pedagogy at Buffalo. He will be found doing his full share of work and more. The Buffalo school is really an Illinois product, with Dr. Frank McMurry at its head. We Illinoisans are wondering how much longer we must educate teachers to teach the teachers of the less fortunate states of California and New York. Both Van Liew and Galbreath are sent forth as missionaries, and we hope they may soon leaven the whole lump.



Dr. Nicholas Murray Butler delivered five lectures at the annual session of the institute for city teachers of Chicago, Aug. 30-Sept. 3. These lectures were so valuable and so thoroughly appreciated, because so practical, that we cannot refrain from giving a brief synopsis of each one.



The subject of the first lecture was "The Study of Education as a Science," and embraced the following points:

The facts of modern educational activity. Place and importance of education in contemporary civilization. The progress made in the Nineteenth Century. Education (1) in the sphere of government, (2) in the sphere of liberty.

What the scientific study of education involves. The problem of method. The exact and the descriptive sciences. The science of education a descriptive science. Analogies between a science of education and a science of medicine.

Threefold aspect of education as a science: (1) The physiological, (2) the psychological, (3) the sociological.

The physiological aspect. Laws of growth and development. Adolescence. Fatigue. Physical health and training.

The psychological aspect. Race psychology and individual psychology. The purpose of psychological study by the teacher. Learning. The art of teaching. The recitation.

The sociological aspect. Education as a social institution. Duty of the school to the family and to the community. Educational organization and administration. The school as a factor in the development of community spirit and social efficiency.

The second lecture was one of the most enjoyed of the whole course. Its subject was "The Meaning of Infancy and Education," and the principal points were:

The basis of the educational process in human evolution. Infancy in animals and in man. The physical and the psychical significance of the lengthening period of infancy. Infancy as a period of adjustment: (1) To the physical, and (2) to the intellectual and social environment.

The fivefold inheritance of the race: (1) The scientific, (2) the literary, (3) the æsthetic, (4) the institutional, (5) the religious. Describe and illustrate each and its place in education. The modern educational ideal. What constitutes culture?

The third lecture was devoted to the discussion of attention and memory:

A—ATTENTION.

Fundamental importance of attention. Relation of attention to consciousness. Effects of attention. Physical and physiological signs and results of attention. On what the degree of attention depends. Attention and interest interdependent. Conditions of attention. Growth of attention. Expectant attention and its effects. Grasp and ease of transition in attention. The profound and the versatile mind. How to gain and how to train the attention. Education aims to supplant external stimuli to the attention by internal stimuli, and non-voluntary by voluntary attention.

B—MEMORY.

The persistence of sense-impressions; the zoetrope, after-images. Memory proper as a function of organized matter. Conscious or

psychical memory. The processes of (1) retention, (2) reproduction, (3) recognition. Retention as dependent on (a) the strength, and (b) frequency of original impressions. Reproduction as dependent on the laws of association. Artificial systems of aiding the memory; their history and fundamental fallacy.

The fourth lecture was devoted to the discussion of Sensory and Motor Training. Points discussed were:

The human nervous system. Hygienic and physiological considerations in the training of the senses. Sense-differences in children: what can be trained and what cannot. Absolute sensibility; range of sensibility; sense-discrimination. The co-education of the senses. Methods of cultivating the special senses. The place of object lessons; their use and abuse.

Motor training. Relation between impression and expression. Motor images and associations. Quantity *vs.* quality of the motor element in life.

The fifth lecture considered The Making of a Course of Study and the following topics were discussed:

The common element in education. Differences in children. The two bases for the selection of school studies: the psychological and the sociological. Motor powers trained by (1) reading, (2) writing, (3) singing, (4) painting, (5) drawing and manual training, (6) gymnastics. Receptive powers trained by study of (1) language, (2) number, (3) form, (4) geography, (5) history, (6) natural science. Three elements to be considered in adjusting subjects of study: (1) the developing powers of the child, (2) the character of the civilization in which he is to live, (3) his capacity for usefulness, or social efficiency.

Co-operation of home and school. Teaching how to study. Capacity for self-education as the outcome of school training.

Anxious mother: "Well, Charley, how did you behave at the party?"

Charley: "I didn't behave at all. I was quite good!"

Bardeen's paper on "Fitting Teachers to Places," read before the American Institute of Instruction, at Montreal, July 12, 1897, is full of spice, and not devoid of that form of philosophy sometimes described as "common sense." It is worth the study of all teachers who employ the services of agencies.



The Educational Current.

President Dwight
on Modern
College Education.

PRESIDENT DWIGHT'S contribution to the August *Cosmopolitan* on the running discussion upon the paying qualities of Modern College Education, sticks a little closer to the letter of the question than any previous paper, save, perhaps, the one by Professor Peck. Other writers deal more with education as a lifelong affair—which, of course, it is—while President Dwight discriminates. College education is a much smaller thing than education. "The college," admits President Dwight, "takes the youth with his character and mind largely formed." He might have added that the college is rather peremptorily demanding an increased degree of character and mind formation, with a noticeably increasing degree of success. More and more the youth who go to the college are coming to realize its purpose—to know what they go for. This aim and purpose, according to President Dwight, is simply to make of the awakened youth a thinking man able to turn his powers "easily and successfully whithersoever they may be called to turn." If the college has "matured" the mind of the student, it has done its perfect work. To this end, the course of study must include disciplinary and knowledge elements—the latter because it is the source of energy for both present and future thought movement. The intellect is the prime consideration. *Mens sana* is more important than *corpore sana*. Counsel and help in the direction of character-building should be incidental. As to the "practical" studies, the reserve of President Dwight is beautiful. The line of progress is in the direction of a full use of opportunities. Too

many men pass through college thinking they are doing their full duty when they have met the letter of requirements of the curriculum, and fall from 25 to 50 per cent. short of their capabilities. That a youth in high school or college is in danger of doing too much if he goes outside of the specific requirements of the course of study is a delusion which President Dwight very distinctly exposes—and it is well enough to pass the word along the line.

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**President Andrews and
Brown University.**

IN the *American Review of Reviews* for September may be found just such a summary of the personal characteristics and career of President Andrews as all friends of education will welcome at this time. Apparently it naught extenuates nor aught sets down in malice. The portrait is that of a sturdy, open-minded, manly, impulsive and therefore sometimes wrong-headed man. The peculiar interest which attaches to it at this time is almost entirely accidental, but to the credit of the American people is sincere and widespread. Whether the free coinage of silver at the ratio of 16 to 1, or any other ratio would be a safe and wise policy for the United States is an altogether trifling question in comparison with the great and entirely vital question whether the president of a university may state his views when such a statement will attract gifts, but must bottle them up when the statement might possibly repel them. It is the question of free inquiry and free discussion—a question which has but one right answer. The most creditable thing done by the corporation of Brown University in connection with the controversy was to recede from its position and request Dr. Andrews to reconsider his resignation, which has since been withdrawn.

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**The "Chicago Record's"
Home Study Circle.**

RIGHT in line with the courageous undertaking of *The Cosmopolitan* and President Andrews is the splendid work done during the past year by *The Chicago Record*. It be-

gan with the "Night School" and was followed by the "Summer School at Home," which probably equaled any summer school in the variety and excellence of its courses and exceeded all others in the number of its pupils. The "Home Study Circle" begins next Monday, October 4, and *The Record* guarantees a continuation of the high character of the instruction. The previous courses have exceeded in value any similar undertaking by newspapers or magazines. Several attempts have been made to teach "current events" in schools, through newspapers prepared for the purpose, and in two or three cases with eminent success. Vail's *Week's Current* is a case in point. But any teacher may provide a class of twenty with the news by using the scissors freely on one or two copies of *The Record* daily, as well as any paper now made for the purpose is doing it, and interest them in "home study" at the same time. The boy or girl, from the seventh to the twelfth grade, inclusive, who is not attracted by one of the courses offered for 1897-'98 is either "saved" already or past redemption. *The Record's* "Home Study Circle" is worth investigating.



**Club Women
and Education.**

PROBABLY no form of education extension is more beneficent than the work of the women's clubs. It is significant of its increasing importance that the government of the United States is collecting statistics of their work. The inquiry is under the direction of Carroll D. Wright, the United States Commissioner of Labor. The questions cover about everything that the most inquisitive person would care to learn about women and their clubs. The question as to the number of members is supplemented by the artful query as to the proportion of women who are married and single. Some of the club women think that this is a ruse of the labor department to discover whether or not women's clubs have affected the matrimonial chances of the members.

Other questions ask whether or not the club is studying

along the line of civics, sociology, political economy or philanthropy and also ask for a detailed statement as to the nature of such work and results accomplished. The last four inquiries deal with the position of workingwomen in the clubs—whether workingwomen are admitted, whether there is a tendency among the workingwomen of the locality toward a study of the problems usually considered in women's clubs, and whether it is preferable to encourage workingwomen to form separate clubs or enter the existing women's clubs.

The Commissioner will, no doubt, find the statistics easy to collect, while none will be more surprised at their variety, interest and value than the club women themselves.

**Are Our School
Histories Anglophobic?**

IT is not to be wondered at that there is a demand in the South for school histories written from the Southern point of view. Nor is it less remarkable that the North should insist upon calling a spade a spade. It is altogether likely that the history which satisfies both sections will remain unwritten for a time. But that there is going to be war between the mother-country and her most prosperous and powerful child, and that the flat and uninteresting common school histories are a prominent source of the growing ill-feeling that is leading up to this result will be news, at least to those who know how "flat, stale and uninteresting" so many of them are. But no less a statesman than Mr. Chauncey Depew makes the dire prediction, and the Governor-General of Canada so far agrees with him as to accuse the American school histories of "being enemies to international good will." Now comes Professor Goldwin Smith, in *The North American Review* for September, and professes to take them both seriously, although he is not willing to agree with them. Professor Smith takes the very sensible course of consulting some of the alleged disturbers of the peace of nations. "A leading publisher of New York, an Englishman, and representative of an English firm," sent to Profes-

sor Smith, at his request, as the three histories "most in use," Higginson, Anderson and Quackenbos. "These," he says, "I have examined, and I must confess that I do not find in any one of them aught of which an Englishman could seriously complain," and the quotations given seem to justify the opinion.

Professor Smith cites a table of sixteen histories published from 1822 to 1895, showing that the space devoted to the Revolutionary war diminishes as the time between the date of publication and the close of the war increases.

Having disposed of Mr. Chauncey Depew's prediction to his satisfaction, Professor Smith proceeds to attack the histories in a more vulnerable point. "The special fault," he says, "is want of literary art. The writers may have thought that literary art would be wasted upon histories for children. At all events, they have not bestowed it. The language is generally flat and the story is not well told. It is partly, perhaps, by lack of descriptive power that the writers are driven to give so much space to war," etc., etc. It is a pity Professor Smith's friend, the English publisher, had not sent him Scudder, or Fiske, or any other of the better texts on this most important of school subjects issued within a year or two. He might have found in some of them increasing fairness and some of the literary qualities not recognizable in the older books.

In the meantime, it is quite probable, as Professor Smith admits, that Chauncey Depew's prediction will be fulfilled. Great Britain is established upon this continent, and she is not liable to "move on" until irresistibly urged. When that time comes other forces will have far overshadowed the influence of the dry-as-dust little histories.



**Concerning Methods in
Character-Building.**

THE following very pointed truths are from the address of Mrs. Alice Bradford Wiles of the Freeport (Ill.) Board of Education, before the Department of Administration of the N. E. A at Milwaukee, July 7, 1897: "How idle to

talk of character-building as the aim of our public schools, and to inculcate maxims of truthfulness and honesty, and then year by year, as is often done, graduate classes of boys and girls who have not honestly earned their diplomas, who have not completed the course of study which the diplomas say they have. Do boys and girls not know truth from falsehood and the difference between precept and practice? In how many high schools are the athletic contests with neighboring schools fairly conducted? Must we not blush with shame that our boys and girls in their teens are allowed to think it fine, and even to receive our applause, for winning under false pretenses by taking into their so-called high-school teams young men having no affiliation with the high schools? It is our business to see that these contests are fair and above-board in letter and spirit. Their aim should be, and rightfully conducted their result will be, to encourage and promote manliness. There is no manliness without perfect truth. This is no slight matter. Remember that Lecky says: 'In the long run the increasing or diminishing importance of character in public life is perhaps the best test of the progress or decline of nations.' As the child is father of the man, so is the school father of the citizen. We cannot have civic righteousness until we have it in our schools. Therefore 'provide out of all the people able men, such as fear God, men of truth, hating covetousness, and place such over them.' Then will the schools give such a wise and well-rounded education, physical, mental and moral, that our children grown to man's estate, may be trusted to cherish this Republic and transmit it undiminished in goodness, power and glory to their descendants."

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**Are the Public
Schools Nurseries
of Immorality?**

A DISTINGUISHED prelate said publicly that they are. A distinguished public-school man declared to the contrary. A distinguished sociologist pronounced the superintendent's declaration "buncombe, fit only for a fool's paradise." All three men are entitled to the respect which ought to be given to

sincerity. The reader who cares nothing for the personality of the men, and desires only the truth, will find a very clear and very helpful analysis of the whole question in *The Public School Journal* for September, an analysis which will clarify his view of the moral tendency of the ideal public school and give a concise and excellent standard of measurement by which to test any particular school. Mr. Brown enumerates *punctuality, regularity, justice, truth, politeness, industry, obedience* and *sympathy* among other school virtues, all of which become more or less habitual through the processes of the schools, and argues logically that "the very nature of the school is such that intelligence, morality and loyalty are encouraged continually, and immorality and corruption are as continually discouraged." The schools which fail to measurably attain this ideal are the exception rather than the rule, and are far from numerous enough to justify the sweeping condemnation that "the public schools are nurseries of corruption and immorality." On the whole, the Chicago superintendent seems to have lost neither prestige nor friends by his declaration that "those who attend the public schools until they have completed the elementary course of instruction will become moral, intelligent, loyal citizens." It is the truth, and cannot be changed by the mere incident that flogging is formally, and, perhaps, prematurely prohibited in some places.



**Free Sand for
Babies.**

BENEVOLENCE takes many forms. It remained, however, for the Chicago and Northwestern railway to find a new one, and at the same time disprove the truth of the old saw: "Corporations have no souls." That corporation, at the instigation of Mr. Livingston Fargo, who raised the money to fence it, built a pavilion, some swings and a *sand pile*, and has actually given, rent free, for a term of years, a lot large enough for playground for 5,000 children. It is in the heart of the Polish quarter, in the city of Chicago, miles away from any of

the parks, and will be under the supervision of the Northwestern University settlement. The formal opening of this unique charity occurred Saturday, September 4. May it prove the forerunner of many more.

**The Country
Schools.**

SUPT. J. M. GREENWOOD, the new president of the N. E. A., has recently, says *The Western Journal of Education*, visited some rural schools in Missouri and in his fascinating way has told the story of his visit. In speaking of the children he says:

Their knowledge of duty may be summed up in one short sentence—work or be whipped. All of them told me that a lazy boy, who would not work, ought to be whipped.

Their zeal to answer questions was unbounded. They laughed heartily at mistakes as a matter of course; but the unfortunate ones tried to do better next time. They were full of life and eager to learn. Sharp eyes, quick ears and active minds, fully alive and alert to new thoughts.

Why did the younger children learn so much, a greater part of which was beyond the scope of children of similar attainments in ward schools? Two reasons may be assigned. The younger children evidently learned a great deal from the more advanced classes. This is an advantage that the lower-class children in the ungraded schools have over the graded children in the graded schools. It is a factor that our graded system ignores.

Again, the children on the farm hear all the plans of the family, business matters, etc., thoroughly and fully discussed. In this way they get the practical side of things in a much more direct way than is possible where the children are not let into the business management of the family.

A third element—the country children are better listeners and have more time for reflection than city children. Their experience is narrower, but more intense.

I took a walk with the eight-year-old boy who answered so many questions for me, and I asked him how he learned

those tables in arithmetic, and he said: "By hearing the older ones say them is the way I first learned them."

I asked: "Was it hard to learn?" "No, sir, easy," was his reply.

**Effect of the Public
Schools on Reli-
gious Tolerance.**

ONE other element in our national life has also contributed largely—possibly more largely than all other causes combined—to make this age theologically tolerant, namely, our public-school system. It is impossible for us to estimate what has been and is the effect of this system in teaching the American people that character and life are more than dogma, and that no church has a monopoly of that religion which promotes virtue. When a Roman Catholic boy has been captain of a high school nine or eleven, and has depended for school victories, which are much dearer to him than prizes of scholarship, upon the fidelity to duty of a Protestant companion, it is impossible for him to believe that his Protestant playfellow is doomed to eternal torment because he has not been confirmed in the Catholic communion; and it is equally impossible for the Protestant to regard his captain as the child of the scarlet woman and a citizen of the modern Babylon. These boys, in learning to respect each other, learn to respect each other's religion, or at least to learn that the defects of each other's creed are not such defects as to be fatal to honorable character. They come to see that there is some truth in all creeds and some virtue in all communions. The process is the more efficacious because it is both gradual and unconscious, and because its result is not so much toleration for each other's vices and errors as respect for each other's virtues and intelligence.—*Lyman Abbott, in the Forum for August.*

**Practical
Child-Study
for the Average
Teacher.**

THE ability to understand one's pupils, to enter sympathetically into their thoughts and feelings, is a factor of unsurpassed importance in the success of any teacher. Anything which helps to such knowledge is legit-

imate child-study; anything which does not may be of interest to the scientist, but has, in my opinion, no place in the work of the average teacher. What, then, may and should be done?

First: In addition to the constant, though half-unconscious observation of individual pupils which is a part of the life of every good teacher, there is room for a little conscious and systematic study which can best be made through language exercises planned to secure such unconscious revelations of the pupils' opinions, feelings, motives, etc., as shall be of most value to the teacher. Questions as to things most desired, in the present or future, as to the book or author best liked, as to conduct under conditions which would test morals, etc., provide an unsurpassed basis for language exercises, and, at the same time, often afford an insight into character helpful in the highest degree. Anything answering to this touchstone is legitimate and desirable. Anything which does not is out of place.

Second: All teachers who really observe cause and effect have noticed that badness of deportment is very apt to accompany backwardness in school work. The boy who is behind all his mates rarely loves school or lies awake nights trying to think how he may please his teacher. But it is only within recent times that most of us have learned that dullness, in a very large proportion of cases, is the result of some physical defect, usually of sight or hearing, so that not only health and mental development, but character itself—everything, in fact, which makes school life, or any other life, for that matter, worth living—not unfrequently hinges on some such frequently unsuspected defect. Extended tests in this country and in Europe have shown that not less than 25 per cent. of school children are seriously limited in this way, and the study of such defectives is not only legitimate, but an imperative obligation. Happily, the task is a simple one. Test-cards for vision may be obtained from any oculist for a few cents and hearing may be tested by anyone who owns a watch. There is,

therefore, no excuse for ignorance on this point, and when the defect is known, it is often easy to interest parents in its mitigation or cure, to the inestimable benefit of the pupil, while in school the beneficial use which may be made of such knowledge is too obvious to need discussion. Child-study in these two lines, then, is not only practical and easy, but is the duty of every teacher.—*Supt. Whitcomb, of Lowell, Mass., in the New England Journal of Education.*

**The Place of
Manual Training
and Athletics.**

THE manual training for both boys and girls now being introduced into the public schools is undoubtedly a keynote to certain kinds of education, will develop muscle as well as mind, and go far toward solving the problem eventually of the overcrowded professions. Every boy should learn to use his hands. Every girl should be taught how to make herself useful—should understand well ordinary domestic duties. Besides, a cultivated mind is of much more use in a cultivated body than in an uncultivated one, and the use of the muscles in a moderate degree is an antidote for and a relief to study.

But here arises the great question of the day—that of athletic sports. How far shall they be encouraged and how far discouraged? What is the limit and what shall be the nature of these sports? Shall they have a master? We deprecate the “boys’ brigades” that put guns, swords and drums into the hands of children—teach them how to kill each other in an age when brute force should be relegated back to the savagery from whence it sprang, and all the difficulties be settled by reason, by arbitration or judicially.

So that, coupled with books, must be teachers of culture and sound discretion. The infantile mind will bear only a certain amount of wholesome tension, and the strain cannot with profit be long continued. Duties must be varied; change is rest. The teacher should himself be a book of books, with unlimited information outside of the text-books that he uses. His power for good or ill is very great.

Finally, every day should have a moral lesson to fill out a well-rounded development of character. An educated immoral man is a sort of monstrosity. A wholesome education of the masses means the preservation of the state.—
Belva A. Lockwood in Chicago Record, August 25.

**Fifteen Rules
for Physical
Self-Culture.**

THE *Youth's Companion* gives the following simple suggestions for home physical culture: "(1) Make it a rule to keep the back of the neck close to the back of the collar. (2) Roll the shoulders backward and downward. (3) Try to squeeze the shoulder blades together many times a day. (4) Stand erect at short intervals during the day—head up, chin in, chest out, shoulders back. (5) Walk or stand with hands clasped behind head and elbows wide apart. (6) Walk about, or even run upstairs, with from ten to forty pounds on top of head. (7) Try to look at the top of your high-cut vest or your necktie. (8) Practice arm-movements of breast-stroke swimming while standing or walking. (9) Hold arms behind back. (10) Carry a cane or an umbrella behind small of back or behind neck. (11) Put hands on hips, with elbows back and fingers forward. (12) Walk with thumbs in armholes of vest. (13) When walking swing arms and shoulders strongly backward. (14) Stand now and then during the day with all the posterior parts of the body, so far as possible, touching a vertical wall. (15) Look upward as you walk on the sunny side of the street."

**The Kinder-
Garten and the
Primary School.**

FROM all these facts it seems to me I am not claiming too much in asserting that the kindergarten is a distinct preparation for the school along all the essential lines, and that many connections, and among these some of the most important, already exist. It is not the object of the kindergarten to do the work of the school; neither is it a question as to

how much the child knows when he leaves the kindergarten and enters the school. It is the mission and aim of the kindergarten to enrich the child's nature and to develop and direct his powers into life-giving and spirit-sustaining channels. If it succeeds in bringing home to the child a premonition of the fact that his life is set in the midst of a "great, wide, beautiful, wonderful world," if it arouses his thought and stimulates him to observe and question, if it quickens his sympathies, stirs his imagination, makes active his creative will and helps him to respond to noble ideals, it equips him far better for all subsequent education than if it taught him the sounds and signs of all the letters and made him familiar with all that Grube wished him to know.

It is the eternal hope of every faithful kindergartner that the children who pass from her influence may realize her dream, in that they are more awake to the beauties and duties of life, and more in possession of their own powers because of the life they have lived and shared with each other in the kindergarten.

The kindergarten can never be a substitute for the primary school, nor can the latter ever be a substitute for the former, and no compromise will ever take the place of both. Each is dignified with a distinct sphere of its own, for each stands for something definite and necessary in the life and development of the child. One in aim, but differing in means and methods, they will continue side by side working together in friendly interest and mutual helpfulness to solve the problems of education.—*From report of Laura Fisher, Director of Public Kindergartens, Boston, 1897.*



**Reform in School
Administration.**

THE problem of the day in every direction is the harmonizing of the idea of organization and the idea of democracy. Democracy fears that perfect organization will lead to the centralization of power. The organized forces of government feel or see the failures of democracy and believe, if the problem of progress were only left to

them, they might accomplish much better results. Let us see how this harmony can be established in a great school system.

Let the principal and teachers in each school constitute the faculty for that school. The city should then be divided into districts. The superintendents in charge of each district, the principals of the schools in each district, and possibly a number of teachers, representing the body of teachers in each district, should constitute the faculty for such district. Then there should be a central faculty consisting of the chief superintendent, the district superintendents, the heads of any special departments, a number of principals selected by the principals from their own number, and a number of teachers selected by the teachers from their own number. All questions affecting educational work should be discussed in the school faculty, then in the district faculty, and finally in the central faculty. It would be well also to have the members of the board of education *ex officio* members of the central faculty in order that they might listen to the discussions and take part in them if they wished to. This plan, it seems to me, would give scope to the individual and would at the same time lead to a more perfect organization than any which exists at the present time. Each individual in the system would be a force in shaping the thought and policy of the whole. I have no sympathy with those who tell us that our teachers are mere machines, that the text-books must be large and elaborate, so that the teacher has everything prepared. I deny that the course of instruction must have perpendicular walls. I believe in elasticity. I believe in giving opportunity and I never yet saw the best results obtained by depreciating efforts. Even as you expect, so shall you receive. Belittle, and men fall. Demand the highest, and men will endeavor to come up to your expectations.—*Joseph W. Errant, of the Chicago School Board, in the Public School Journal.*

Workings of Children's Minds.

A BOY'S MIND.

IF I could have my way I would stop going to school and go out of town and go to work in a laundry and learn the trade; I would like to learn carpenter's trade.

And then in about 3 years I save enough money to buy a good smart horse and do what I wanted to do with him, I would keep him in good shape and the harness and wagon, and when I was about twenty-three years old I would get married and go to South Lawrence and live happy.

And besides I would like to learn the printer's trade and after a while go into a large printing office. Such as: Boston Journal and other large officers.

And when I earned my money I could do what I pleased to do with it and I could buy what I wanted to without going and getting advice from my parent and friends.

I think I would like to learn meat business or machinist, carpentering, go out nights and stay as late as I wanted to and go away when I wanted to without asking everybody in the family. I do not like school because there is too much studying and have to stay in nights and get our lessons, if you do not have them you will get a running-over by teacher and if do not get good rank your parents will give you a good scolding and perhaps make you stay in nights and days after school and get your lessons and won't let you play any, even play on any instrument, play ball, tennis, checkers or any other games.

And beside I would make children mind me and I would not let them go everywhere I went and not let them chase

right after me and knowing where I was going I would tell them that it was not none of their business.

I think I shall learn laundry business now. I think I shall like it better it is easier and lighter work.

There is an unfolding that is worth the study of those who are interested in schools, or in home training, or in human nature as affected by its surroundings.

That boy is ambitious enough; he wants to get on in the world, and is willing to do good, honest work. His first ambition is to get a trade; he isn't looking for nothing to do. And if he had a horse he says he would keep him in good shape, and no doubt he would, and his proposition to get married when he is twenty-three also shows his tendency to steadiness and good citizenship.

But he doesn't like his books; and he is made all the more to dislike them by having them driven into him. Because he doesn't like them, he is compelled to study them more hours than those who like them. Whether this extra dose is for the boy's good is one for the educator to consider; and this boy's composition is a fact that will help him draw conclusions.

Finally, as to his home-life. That is pictured so plainly that one can see it as if looking at it. And its subtle influence on the boy's mind is shown by his resolution to enforce upon his "children" the very same things that have soured and angered him. There is a lesson for parents there as big as a barn.

That boy's composition ought to set some parents and some educators to thinking.—*Biddeford (Me.) Journal.*

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SCIENCE AND THE BABY.

Perhaps the fond mother didn't know she was a scientist when she watched carefully to see when first the baby "took notice," when it first really smiled (not a colicky grin, but a real smile,) when it first crept, first stood, first walked, and

first spoke. But she does watch for all these things, and delights to compare her observations with those of other mothers, and seeks to draw therefrom the general rule in regard to all these things. Nevertheless, what she is studying is really a science,—the science of babyhood, and it is the most delightful science that the mind of woman (or of man either) ever applied itself to. The Harvard annex maid, who, microscope in hand, studies the growth and development of a flower, can never feel but a faint fraction of the pleasure in her subject that the young mother takes in watching the development of her baby's body and mind.

But while most mothers observe scientifically, they confine their observations to a few leading points like those above mentioned and usually make no exact record of their observations. They knew, at the time, when the baby first laughed out aloud, but a year later they could not tell exactly when it was—because the baby has done so many more wonderful things.

But this very lack of absolutely scientific method gives special interest to the case of a mother who used her notebook and pencil as well as her eyes and ears. And every mother, could she but read them, would be delighted with just such observations, scientifically recorded, published in the CHILD-STUDY MONTHLY under the title of "The First Five Hundred Days of a Child's Life," Mrs. Winfield Hall being the author.—*Exchange*.



TO THE EDITORS:—The following are true tales of a child in my kindergarten this summer: J. S.

Hedding College, Abingdon, Ill.

Myron, aged three and a-half, tried to feed beans to Mr. R's dog. His mother protested that the dog didn't like beans. "Mr. R.," said Myron, "doesn't your dog eat beans?" "No," said Mr. R., "my dog is too much of a gentleman to eat beans." "But, Mr. R., don't you eat beans?"

At another time he asked his mother repeatedly if they had a shovel at their city home (they were then in the country), seeming unsatisfied by her answer that they had not. At last he explained:

"But, mamma, the other day when papa went to the city you told him to 'go bury himself,' and how *could* he bury himself without a shovel?" The same child played a great deal with a quart of white beans, calling a handful of them a prayer-book. The only connection between beans and prayer-books that could be traced was that he longed to play with prayer-books and being forbidden on the ground that they were not to be played with, he evolved prayer-books from the material nearest at hand.



"The great works of art ought to become the most familiar ones to the people. Care should be taken therefore in the school to select these great works and to lead the pupil first into an understanding of the motives of their composition, and next to a study of the artistic means and devices for the expression of the thought or idea portrayed. For a work of art may be said to be the union of thought and matter. The senses perceive the material object, but a higher faculty of the soul perceives the work of art and enjoys the spiritual suggestion in it."—*Wm. T. Harris.*



Teacher: "What is the highest form of animal life?"

Jimmie: "The giraffe."

Teacher: "Now, what do we call the scientist who spends all his time collecting eggs?"

Tommy: "An egg-otist."



A certain Brooklyn principal is the possessor of a very small girl, in praise of whom he has made up a number of songs which she delights to hear him sing. The other evening, when it got sleepy time, he sang her Field's "Dutch Lullaby" to a home-made air.

"I don't like that," she said.

"You don't? Why, I made the music!"

"Who for?"

"For you."

The little girl thought for a while, and then asked in a tone of solemn reproach:

"Oh, papa, what did you do it for?"



Among the Books.

Citizen Bird. Scenes from bird-life in plain English for beginners. By Mabel Osgood Wright and Elliott Coues, with 111 illustrations by Louis Agassiz Fuyertes. The Macmillan Company. New York.

"To all boys and girls who love birds and wish to protect them this book is dedicated by the authors." And a beautiful book it is, and more instructive than beautiful, and more interesting than instructive, if possible. Scene: The orchard farm. Time: From spring to autumn. Characters: Dr. Roy Hunter, a naturalist; Olive, the doctor's daughter; Nat, his nephew, and Dodo, his niece; Rap, a country boy; Mammy Bun, an old colored nurse; Olaf, a fisherman. The plot is very simple. A party of swallows, perched on the telegraph wire, with a Martin, a Wren, a Bluebird, a Catbird, a Nuthatch, a Robin, a B. Oriole, and a few other good "citizens" were airing their grievances one May day. The times were out of joint. The meddlesome "house people" had put two new pieces of glass in the barn window, and Citizen Barn Swallow didn't know how he was going to build his nest that year at all. Citizen Song Sparrow had a nest all built in the long grass under the lilac bushes, and the house people had cut the grass short. Worst grievance of all, Citizen Bluebird had made his nest in a hole in the top of the old gate post, and what had they done but put up a new post with no hole in it. And then all the birds sang:

" We would have you to wit, that on eggs though we sit
And are spiked on the spit, and are baked in a pan;
Birds are older by far than your ancestors are,
And made love and made war, ere the making of man!"

But just as the grand overture ceased, Citizen C. Swift and Citizen Catbird flew along and reported that there were no cats, that the girl had induced the boy to throw away his shooter, and finally wise counsels prevailed, and just as the birds, by a unanimous *viva voce* vote, had decided to

return to their old haunts at Orchard Farm, Farmer Griggs, driving by, heard the murmur run along the wires, and said to himself. "Powerful lot of 'lectricity on to-day; should think them swallows would get shock't and kil't." Then the drama moves on. The children visit "the doctor's wonder-room," and he sets them to noticing birds. Chapters on "the building of a bird," "citizen bird," "the bird as a traveler," "the bird's-nest," and then a series of chapters on birds that sing; birds that croak; birds that are cannibals; that coo and scratch; that wade and paddle; that swim and dive. The interest never flags. The chapters equal in number the degrees of Freemasonry, but there isn't a scientific term in the book till you reach the thirty-third, where all the birds the children have learned are made to pass in orderly review, each bearing his scientific name, where it is found that twelve orders, thirty-six families, and more than a hundred birds have been described and pictured. This book can be read to very young children and may be read by children from the fifth to the ninth grades. It would furnish ample material for many "bird-days."



A Literature Game. By A. W. Mumford. Five hundred questions and answers on English and American literature. 25 cents.

The 500 questions and answers are printed upon 100 cards, and enclosed in a neat box with directions for playing the game. Any number of persons may play at a time, and get ever so much information of a kind no intelligent young person can afford to be without, and also enjoy themselves quite as well as with any variation of the popular game of "authors."



The Library of Useful Stories. The story of electricity. By John Munro. D. Appleton & Company. New York.

This is one of a series of little books dealing with "useful knowledge," including such titles as "The Story of the Stars," of primitive man, the plants, the earth, the solar system, of a piece of coal, of extinct civilizations, etc. Judging from "The Story of Electricity," the series will justify the adjective "useful." The style is simple and plain—sometimes fascinating, as when the author compares the lively interest taken by the public in the announcement of Roentgen's discovery of a means of photographing unseen

objects, with the apathetic incredulity that attended the announcement of the no less remarkable inventions of the telephone, microphone and phonograph. There is an appendix dealing with electric measurements, and a list of books on electricity and magnetism. The series would be a most excellent addition to any school library.



The Finch Primer. By Adelaide V. Finch, principal of the Normal Training School, Lewiston, Me. Ginn & Company. Boston and London.

The Finch Primer contains 300 words, about twenty-five "autumn" lessons, and about the same number of "winter" and "spring" and "summer" lessons, each group prefaced by the advice to "have the objects of the lesson present in the class." This will not be so easy in the winter when the lesson is "Jack is our horse," or "Santa Claus rides in a sleigh, drawn by reindeer." The autumn lessons on leaves and fruit, and the spring lessons on flowers will permit the application of the rule, but robin redbreast, the woodpecker and the red-winged blackbird will be harder to get. The book is, on the whole, a suggestive one, and the evident outgrowth of experience. The first twenty-five pages are in vertical script.



Fragments of Roman Satire. Selected and arranged by Elmer T. Merrill, Rich Professor of Latin in Wesleyan University. Cloth, 12mo, 178 pages. Price 75 cents. American Book Company. New York, Cincinnati and Chicago.

This work consists of examples or fragments of Roman satire of special interest and value to classical teachers and scholars. The selections are from Ennius, Lucilius, Varro, Petronius, Seneca, and Apuleius, authors less known and read than Horace, Persius and Juvenal in this interesting field of study simply because their writings are not easily accessible. In this book we have a collection of rare fragments never before included in a single volume, and it is hoped that the survey of the rest of the field of Roman satire may be helped by the publication in this convenient and inexpensive form of selected portions of the work of the authors represented. The text of the selections is from accepted editions and is printed from type which makes the page a delight to the student and booklover.

Classic Myths, Greek, German and Scandinavian.

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Over forty mythological stories, some of which, from the Russian, Finnish and Egyptian, have not been told before in the English for children. The illustrations include figures of Diana, Jupiter, Apollo, Venus, Thor, Mars, Saturn, Mercury. There are two or three pages of excellent suggestions to teachers.



Stories from the Arabian Nights.

Selected and edited by M. Clarke. Linen, 12mo, 271 pages. Illustrated. Price, 60 cents. American Book Company. New York, Cincinnati and Chicago.

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A Study of English Words.

By J. M. Anderson. Cloth, 12mo, 118 pages. Price 40 cents. American Book Company. New York, Cincinnati and Chicago.

This book is based on standard authorities and embodies the most recent and authoritative results in the study of philology. The plan includes a brief treatment of the general principles of language growth as exemplified in the Indo-European languages, and a study of the different elements of English, showing the growth of our language from its original Germanic, French, Latin, Greek and other roots into a new language of greater strength and universality than its predecessors. The chapters on words, their growth, changes, forms, meanings, spelling and synonyms, and the treatment of roots, stems, prefixes, suffixes, etc., will be found particularly useful to young students, giving them a discriminating knowledge of words and a training in the accurate use of language.



Birds.

Illustrated by color photography. Nature Study Publishing Company. Chicago.

"Birds" is the most unique and beautiful, as well as, in its way, the most useful periodical publication ever offered to schools. The first volume more than fulfilled the prophecy of the first number, which was issued in January of

this year. Such a magazine would have been an impossibility a few years ago, but one may purchase a life subscription now for less money than the illustrations in a single number would have cost when Lincoln was president.



The *Kindergarten News* has changed its name to *Kindergarten Review*, doubled its size, put on a new dress and expanded its scope and purpose accordingly. The subscription price is now \$2.00 a year, and if the September number is a fair sample it will not be too high. Emilie and Laura E. Poulsson have become the editors.



Jupiter Jingles; or A Trip to Mystery Land. By Mrs. Annetta S. Crafts. Laird & Lee, Chicago. 50 cents.

An exquisitely illustrated book for children, giving in original rhymes, of the "Mother Goose" order, the world-famous traits of the old Greek and Roman gods and heroes. The author's idea is that the child's instinctive love of the grotesque may be turned to advantage in giving him his first lessons in mythology without detriment to the usual nursery rhymes. The publishers have done their work with both taste and skill, every page being profusely illustrated, the cover and frontispiece being in colors. Children will be delighted with it, and will be sure to retain much that will be serviceable in later life.

A minister who used to preach in Somerville had a little boy. A few days before his father left the city to go to his new parish one of the neighbors said to the little boy: "So your father is going to *work* in New Bedford, is he?" The little boy looked up wondering. "Oh, no," he said. "Only preach."



A lady taking tea at a small company, being very fond of hot rolls, was asked to have another. "Really, I cannot," she modestly replied. "I don't know how many I've eaten already." "I do!" unexpectedly exclaimed a juvenile upstart whose mother allowed him a seat at the table. "You've eaten eight. I've been countin'."

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THE CHILD-STUDY MONTHLY

NOVEMBER, 1897

Vol. III No. 5

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S. Henry Hall

(See editorial page.)

The Child Study Monthly.

Vol. III

NOVEMBER, 1897.

No. 5

Home Measurements.

Sister measured my grin one day;
Took the ruler and me;
Counted the inches all the way,—
One and two and three.

"Oh, you're a Cheshire cat," said she.
Father said: "That's no sin."
Then he nodded and smiled at me—
Smiled at my three-inch grin.

Brother suggested I ought to begin
Trying to trim it down.
Mother said: "Better a three-inch grin
Than a little half-inch frown."

—*Nell Kimberly McElhone in St. Nicholas.*

Practical Results of Child-Study.

(*Concluded from last month.*)

SOME CHARACTERISTIC OBSERVATIONS.

(a) ACQUISITION.—The difficulties of word acquisition are very numerous and varied, and present no easy task for the child. Perhaps we find no more difficulty in learning a foreign tongue than does the child in learning his new language, all else being equal. An examination of the above vocabulary will quickly show the number of the parts of speech developed each month of our observation. We do not attempt to draw any scientific facts from the presentation, but simply add a little more data from which principles are to be deduced. To illustrate the diagram:

The first period of word-formation shows two nouns, "mamma and papa", and the interjection "Bye-Bye." The second period, eleven nouns and one adverb; while the third period exhibits eight nouns, three adjectives and one adverb, etc., etc. (See diagram 1.)

(b) DIFFICULTIES IN PRONUNCIATION.—The enunciation and pronunciation of words were always very distinct with our little one, even strangers noting the clear and plain speech. Yet we have gleaned a few very peculiar forms of expression, and give them below as they were first used, but much improved upon at present:

- | | |
|------------------------------|-----------------------|
| 1. Stocking (toka) | 5. Lillie (did-el-da) |
| 2. Leadpencil (tip e ta) | 6. Hyslop (rip-pi) |
| 3. Water (wa-wa) | 7. Mitten (nip-py) |
| 4. Handkerchief (shank-e-bo) | 8. Harry (A-pu) |

(c) DEDUCTIONS.—As yet, there seems to be no law fixed relative to the development of sounds in pronunciation. Of course, elaborate studies have been made and there seems to be a prevalent opinion that the vowel sounds appear first from a necessity. Just when and what sounds follow each other; what letters are silent—or what combination substitutes are made by the child, very little can be known now. Probably when child-study shall become a recognized science, more may be known. In the case before us, the following are found to be true :

1. Initial "g" becomes "d" as in "good"—("dood"), etc.
2. Initial "f" becomes "s" as in "fork"—("sork"), etc.
3. "th" final, becomes "s" as in "mouth"—("mous"), etc.
4. "l" after "c" initial, is silent—"close"—("cose"), etc.
5. "r" after "d" initial, is silent—"dress"—("dess"), etc.
6. "r" after "b" initial, is silent—"broke"—("boke"), etc.
7. "l" after "b" initial, is silent—"blessed"—("bessed"), etc.
8. "r" after "c" initial, is silent—"cream"—("ceam"), etc.
9. "k" before "i" becomes "chi".
10. "l" after "p" initial, and before a vowel, is silent—"plum"—("pum"), etc.
11. "l" after a vowel is silent—"pill"—("pi"), etc.
12. "r" initial is silent—"ring"—("ing"), etc.
13. "s" initial before mutes is generally silent—"skin"—("kin"), etc.
14. "c" initial before a vowel becomes "t" as "candy"—("tandy"), etc.
15. "l" before a vowel becomes silent—"blow"—("bow"),—etc.
16. "t" becomes "k" in dissyllables, as "bottle"—("bokkle"); "pretty"—("pikky").
17. "w" initial before vowel is generally silent—"warm"—("arm"); "wash"—("ash").
18. "y" initial before vowel is generally silent—"yes"—("es"); "you"—("oo"), etc.
19. "r" after mutes is generally silent.
20. "r", "g hard", "w", "l" and "f" are especially difficult to pronounce.

(d) MISCELLANEOUS.—At twenty-six months, sentences are frequently asked and self-answered without the intervention of time. As: "Baby make pie? Certainly." "Baby

have some more candy? Certainly, if she wishes." Many such expressions crowd themselves into each day's utterances.

Two months earlier some transformations or interchanging of words occurred, as "back-turn" for "turn back;" also a transposition of the negative "no" is noticed now, as "Baby not naughty, no!" "Baby won't get the ink on her dress, no! no!" The wrong use of verbs is quite frequent at this period as "papa *do*," for "papa does," and "yes, I are," for "yes, I am."

The peculiar examples of stating a fact and then giving the result in a following sentence are illustrated by such expressions as these: "Papa go to school. Then baby won't have any papa, no!" "Baby tear her pretty white apron; then baby won't have any apron, no!" "Dolly fall downstairs and break her neck; then baby won't have any dolly." This form of speech seems intuitive in the child, for, in this case, such expressions were never learned by imitation, no one having spoken in that form in her presence.

Pronouns are frequently used, now: I, mine, you, myself, her, it, and yourself being the most common. These parts of speech are not always correctly used: "Rock *my* to sleep," shows the wrong use of "my."

The change from the word "baby" to the pronoun "I" indicates a clearer egoistic idea. Just when the knowledge of ego, is obtained, or by what process, we know not, but the full consciousness of self seems to be indicated by the method in which self is referred to as in the substitution of "I" for "baby." "Mine" further emphasizes the conscious existence of self, as when she says, "No, *mine*," meaning, "No, that is mine." "Me," still further proves the notion of individual existence. Philologists of good standing have attempted to explain some of the above peculiarities of language development (as the transposition of "no,") by locating similar existing peculiarities in the language of the primitive races, and showing our present method or order of speech to be the incorrect one. The child, naturally fol-

lowing the predilections of his ancestors adopts the primitive, and, to him, the true method of expression, necessitating an educative process to change it to the one in general use. How much of truth there is in the supposition we are unable to assert, and refer our reader to the writings of experts for fuller information.

TABLE I.

Classification of the parts of speech used each month.

Mo.	NOUN.	VERB.	ADJ.	ADV.	PREP.	CONJ.	PRO.	INT.	TOTALS
13th	2	.....	.....	.....	.....	.....	.....	1	3
14th	11	.....	.....	1	.....	.....	.....	.....	12
15th	8	.....	3	1	.....	.....	.....	.....	12
16th	15	1	1	.....	.....	.....	.....	.....	17
17th	30	3	.....	.....	.....	.....	.....	.....	33
18th	31	5	3	.....	.....	.....	.....	.....	39
19th	14	10	1	1	.....	.....	.....	.....	26
20th	28	5	8	1	2	.....	1	.....	45
21st	11	8	4	1	.....	.....	.....	.....	24
22d	35	17	7	6	2	1	1	1	70
23d	41	21	4	4	.....	.....	1	.....	71
24th	30	24	9	9	.....	.....	3	.....	75
25th	46	7	13	9	2	1	2	.....	80
26th	33	20	7	14	2	.....	3	1	80
27th	47	18	6	15	1	.....	.....	1	88
TOTALS.	352	139	66	62	9	2	11	4	675

TABLE II.

Classification by months of monosyllables, dissyllables and trissyllables, with words in "ing" and proper names.

Mo.	MONO.	DIS.	TRI.	TOTALS.	"ING."	PROPER.
13th	0	3	.....	3	.....	0
14th	4	8	.....	12	.....	3
15th	8	4	.....	12	.....	0
16th	11	6	.....	17	.....	0
17th	25	8	.....	33	.....	0
18th	31	8	.....	39	.....	3
19th	16	10	.....	26	.....	0
20th	23	20	2	45	.....	12
21st	13	10	1	24	2	7
22d	48	20	2	70	0	7
23d	53	15	3	71	4	0
24th	47	22	6	75	5	1
25th	36	40	4	80	7	9
26th	39	34	7	80	11	5
27th	40	34	14	88	10	8
TOTALS..	394	242	39	675	39	55

TABLE III.

Alphabetical classification of words used, with the corresponding percentages of words beginning with the indicated letters.

LETTER.	NUMBER.	PERCENT.	LETTER.	NUMBER.	PERCENT.
A	24	3 5-9	N	18	2 2 3
B	68	10 2-27	O	15	2 2-9
C	71	10 14 27	P	53	7 23-27
D	31	4 16-27	Q	3	.00 4-9
E	11	1 17-27	R	25	3 19-27
F	25	3 19-27	S	87	12 8-9
G	21	3 3-27	T	45	6 2 3
H	25	3 19-27	U	10	1 13-27
I	9	1 1-3	V	3	.00 4-9
J	8	1 5 27	W	37	5 13-27
K	12	1 7-9	X	0	0
L	28	4 4-27	Y	5	.00 20-27
M	41	6 2-27	Z	0	0

TABLE IV.
Showing a classification of the *sounds* (initial) used.

LETTER.	Number used regularly.	Number used after silent initial letters.	Number used for another letter.	Per-centage.
A	24...	11 after <i>h</i>		10 14-25
		9 " <i>l</i>		
		6 " <i>r</i>		
		13 " <i>w</i>		
		1 " <i>th</i>		
			1 for <i>E</i>	
			1 " <i>ou</i>	
B	68.			10 22-25
C (<i>ch</i>)	8.			1 7-25
D	31.		21 for <i>g</i>	8 8-25
E	9.	3 after <i>h</i>		3 21-25
		4 " <i>l</i>		
		3 " <i>r</i>		
		1 " <i>w</i>		
		1 " <i>wh</i>		
		2 " <i>th</i>		
		1 " <i>y</i>		
F	0.			0
G	0.			0
H	1.			4-25
I	9.	1 after <i>h</i>		4 4-25
		5 " <i>l</i>		
		4 " <i>r</i>	1 for <i>E</i>	
		3 " <i>wh</i>		
		2 " <i>wr</i>		
		5 " <i>w</i>		
		1 " <i>th</i>		
J	8.			1 7-25
K	8.	6 after <i>s</i>	61 for <i>c</i>	12 12-25
			3 " <i>qu</i>	
L	0.			0
M	41.			6 14-25
N	18.	4 after <i>k</i>		3 13-25
		5 " <i>h</i>		4 8-25
		7 " <i>l</i>		
O	4.	3 " <i>w</i>		
		6 " <i>r</i>		
		1 " <i>wr</i>		
		1 " <i>wh</i>		
P	53.	6 " <i>s</i>		9 11-25
Q	0.			0
R	0.			0
S	58.	5 after <i>th</i>		10 2-25
T	35.			8 8-25
U	10.	17 after <i>s</i>		
		4 (<i>ou</i>) after <i>y</i>		3 9-25
		5 after <i>r</i>		
		2 " <i>l</i>		
V	3.			12-25
W	0.			
X	0.			
Y	0.			
Z	0.			

An examination of Tables III. and IV. reveals the facts that the sound most used as the beginning or initial sound is *k*, which furnishes 12 12-25 per cent. Then follow:

<i>b</i> ,	with	10	22-25	"
<i>a</i> ,	"	10	14-25	"
<i>s</i> ,	"	10	2-25	"
<i>p</i> ,	"	9	11-25	"
<i>d</i> and <i>t</i> ,	"	8	8-25	"
<i>m</i> ,	"	6	14-25	"
<i>o</i> ,	"	4	8-25	"
<i>i</i> ,	"	4	4-25	"
<i>e</i> ,	"	3	21-25	"
<i>n</i> ,	"	3	13-25	"
<i>u</i> ,	"	3	9-25	"
<i>ch</i> and <i>j</i> ,	"	1	7-25	"
<i>v</i> .	"		12-25	"
<i>h</i> ,	"		4-25	"

while *F*, *G*, *L*, *Q*, *R*, *W*, *X*, *Y*, *Z*, are not used at all distinctly. Of course the table does not show the different sounds of the same letter, but nearly all sounds of the vowels are used, while a preponderance of the long and the short sounds appear.

Comparing the above with the table as worked out by Mr. Tracy we notice some similarities. In general the explosives appear in about the same order in our table as in his.

"*A*" takes third rank in ours, while in his it occupies the fourteenth. "*B*" is first in his, while "*k*" is first in ours. All are sounded in his table, while nine are practically silent in ours, although we can distinguish many approaches to the sounds we have marked as unused.

SENTENCE PERIOD.

Some approaches to the sentence-formation were recorded as early as the thirteenth month, when baby said "up-stairs." The first advance upon this was noticed when she expressed plainly (a characteristic of her speech) the phrases, "baby's chair" and "papa's baby," in the fourteenth

month. Three months later the sentence was put into phrase form: "In the bed." These efforts were but preparatory to the great number of phrase-like and real sentences that were spoken in the twentieth and twenty-first months. The familiar "Hello, papa!" and other affectionate expressions occur. "Baby lie down," "write on paper," "baby's pretty red dress," "papa come back pretty soon," "baby break her neck," "baby have a book," "papa do," "baby in a corner," "sun goes down," and "Rose, go out doors quick," are examples of expressions used at the beginning of sentence-formation. Since the twenty-first month sentences have multiplied indefinitely in number, and at present, the twenty-seventh month, her conversation is almost unbroken by the omission of some words, but nouns, prepositions, verbs, adjectives, adverbs, pronouns, conjunctions and interjections receive proper consideration. The following sentences phonetically spelled and marked, will give a good idea of her range and pronunciation of words as used in sentences. The words are pronounced as spoken by the child expressing them.

SENTENCES.

Mamma mus(t) be more(moa) careful(tareful).

Papa bit a big(d) chunk out of baby's a(r)m.

The dolly c(t)ant eat no c(t)andy pi(l).

Baby to g(d)o off the bo(a)t an(d) baby had to g(d)o on the toot-toot.

After(asher) baby g(d)et big(d) as papa then(den) baby c(t)an butt(k)on her shoes.

Baby did g(d)o to s(l)eep an(d) now go(do) to (s)c(h)ools (h)ouse. Santa C(l)aus is ri(g)ding in the window on A(u)nty Ida's bi-cycle(ke).

Over to the (s)c(h)ools (h)ouse the l(y)ittl(y)e boy did tum(b)le r(y)ight into the r(y)oom over his head.

Baby did not sit very(vaya) (s)till in church.

Papa mus(t) (g)do down cellar an(d) g(d)et some g(d)ood apples so baby may have th(d)ose apples.

These could be multiplied profitably, but they will suffice to show how the sentences are spoken. Her whole conversation is now (27 mo.) confined to complete sentences, and has been for some time.

MELODIES AND STORIES.

Much interest attaches to the recitation of little stories and Mother Goose melodies. The little mind knows and recites perfectly in her manner of expression many rhymes, all learned since she was twenty-three months old, just by hearing her parents say them to her, at her own request. No attempt was made to hurry the process of learning, but on the contrary, to suppress such inclinations.

One which she delights to say, is:

1. "Two (y)ittle (h)ands so soft an(d) (wh)ite,
(Th)is(s) is the (l)eft and (th)is (th)e y(r)ight,
Five yittle(little) s(f)in(g)ers (s)tan(d)ing on each
So I can(tan) hold a p(l)um or peach.
(Wh)en I g(d)et big(d) as (y)ou
(L)ots of (th)(s)ings (th)ese (h)ands (w)ill do."

A second one is:

2. "Hi(hey) didde(diddle) didde, (th)e c(a)ts in (th)e fidde,
(Th)e cow jumped over (th)e moon,
(Th)e (l)itt(l)e do(g)d (l)aughed(aft) to see such fine sport,
An(d) (th)e dis(h) r(y)an (aya) away with(id) (th)e (s)poon.

We mention a third:

3. "Ol(d) mo(th)(z)er Hubbar(d)she went to (th)e (cubber)
cupboard,
To get(det) (th)e poo(r) doggy a bone;
But (wh)en she g(d)ot (th)ere (th)e cupboard was bare,
An(d) so (th)e poo(r) doggy (h)ad none."

We append a list of others perfectly known:

4. "The old woman who lived in a shoe," etc.
5. "Jack and Jill went up the hill," etc.
6. "Little Jack Horner," etc.
7. "The king was in his counting-room," etc.
8. "Baa, baa, black sheep," etc.
9. "Hush-a-bye baby upon the tree top," etc.
10. "Little Miss Muffet," etc.
11. "Tom, Tom, the piper's son!"
12. "Ding dong bell," etc.
13. "Little Bopeep," etc.
14. "There was a little girl, and she had a little curl."
15. "Hickory, Dickory, Dock!" etc.

CONCLUSIONS.

An examination of the vocabulary reveals no words used to indicate colors. The reason is not because

color words were not used, for "*red* dress," "*blue* dress," "*red* ball," "*black* shoes," etc., were used quite as early as the twentieth month, and to her little mind they meant certain real things, but when the attempt to make general applications of the color words was made many failures resulted. The conclusion was that the generic meaning of *red*, etc., was not fully comprehended. At present (27 months, 10 days) red, yellow and green are applied in their proper places, with very few failures. No attempt has been made to teach the discrimination of other colors.

We desire to add that word-learning continues at the rate of about two each day, making her total vocabulary at the present writing 700 words—(27 months, 10 days)

Number words "one" and "two" appear in the lists and number to that extent is fully comprehended.

Some notion of God, stars, etc., appeared in the latter part of the 26th month, when the first snowfall came. In answer to inquiries about the snow her mamma told her God sent it. On Dec. 11, 1896, she asked "who made the stars?" The usual reply being given she conceived the notion that God was a bad man, but the idea was changed and now God is g(d)ood. Her location of him is upstairs and she often wants to go up there to see Him.

"The stars are upon the moon," she said to her mamma, one time. What true notions of these things exist in the little mind it is hard to tell, but certainly they are the germs of that greater and perfect idea to be known only in eternity, in fact, almost as much as we ourselves know about the Infinite.

The brief biography of K——n is carried to the end of 27 months. Any later one can be nothing but a more complex detailed description of what we have considered already. If we have included any point or fact that will have a tendency to lead some parent or student into the intricacies of child life we shall be satisfied.

CHARLES W. MICKENB.

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Menstrual Disorders in School-Girls*

THE physical development of school-girls prior to the period of pubescence is very commonly neglected and a failure to provide for proper and sufficient exercise, together with improper diet and clothing, is the direct occasion of many functional disorders that in turn give rise to well established, deep-seated and permanent diseases.

Disturbance of the menstrual function in girls who are attending school is of frequent occurrence, but if the physical organization of these self-same girls had been properly expanded along lines of healthy development during the four or five years immediately preceding puberty, and for a period subsequently as well, we would have healthy girls with fixed habits and an organization capable of successfully withstanding the severe nervous shock and physical revolution that comes with the onset of pubescence. If rational methods obtained with reference to the physical development of girls, we would have fewer of them so delicate and sickly and there would be less nervousness, less hysteria, less insomnia and very few cases of disturbance of the menstrual function.

What is the occasion of so many girls in our schools suffering from headaches, backaches, sallow complexion, anæmia, insomnia, nervousness, morbid or lost appetite, dyspepsia and other disorders? This brief article springs from a desire to give at least a partial answer to this question. In one of the earlier numbers of *THE CHILD-STUDY MONTHLY* we discussed "The Critical Period of School Life" with especial reference to the mental and physical changes in the

*Written by request of several subscribers.

boy at puberty, referring only in a general way to the same changes in the girl. We now propose to consider some of the points that are frequently overlooked in the physical development of the girl.

There is generally a combination of causes that produce the state of ill-health found in so many school-girls. In a large number of cases there have been no endeavors to develop the muscular system, no selection of diet, no instructions in real practical hygiene. When such a girl comes to the age of pubescence, though she may appear robust and healthy, it will be found that she has not that muscular control and mental stability that is absolutely essential in order to successfully resist the profound mental and physical changes through which she is about to pass. The approach of puberty is a source of constant reflex disturbance, and inhibitory control gives way much more readily in young girls than in boys of the same age. Again, we must ever remember that the social conditions and habits of life of the young girl predispose her to nervous disease. Finally, blood changes that produce nervous irritability are much more frequent in girls than in boys.

The out-of-door games and plays to which she has been accustomed are tabooed as improper and some parents foolishly prohibit them as unsuited to her age. They would have her walk with a peculiar sway of the body, a billowy motion of the arms as if she were going to play a piano at every step—a regular boarding-school gait, against which her free-spirited, girl-like nature rebels as does the complicatedly hobbled high-spirited horse in being taught fancy steps. She is kept in what her prim elders call the "proper position" when the very fretfulness she displays shows that it is manifestly improper. She is made to assume unnatural postures, abnormal gaits; she is moulded out of shape with a tight corset that diminishes her size by as much as one-fifth or one-third, thus being the victim of *compression* as well as *repression*. The heart is pushed to one side of its proper chamber, the liver is squeezed, portal circulation interfered

with, and to this is added the congestion and displacement of the pelvic and abdominal organs.

Give us rather the healthy, normally-developed girl; one who can breathe full and free and take a step of decent length without running the risk of breaking some portion of her harness. If a few of the devotees of Dame Fashion would read such a scientific work as the excellent little book by Professor Brücke, who holds the chair of physiology at the University of Vienna, they would give up their discipleship to a creed that really involves physical malformation. The book is entitled "Schönheit und Fehler der menschlichen Gestalt" (Beauty and Defects of the Human Form).

Far be it from the mind of the writer to encourage slovenliness of dress on the part of any girl or woman. A slatternly woman or a girl with an ill-fitting dress is to us as repulsive as the man who uses the sleeve of his coat in lieu of a handkerchief; dons an unironed silk hat with the nap in every possible direction but the right one, or wears a yellow, sere, cracked and begrimed celluloid collar.

We simply contend for the rational mean in the dress of the girl and have no more patience with slovenliness of dress than we have admiration for the pitiable contortions and awkward motions of the tailor-made, fashion-plate, compresso-repressed girl.

Many parents are solicitous about physical exercise for their boys—are desirous of their entering upon the routine of gymnasium practice and are happy to have them play out-door games. No parents would in seriousness deny their boy the privilege of *manual* training. But we also need *womanual* training. Some parents forget that steady piano-practice of the mechanical drum-drum style is as injurious to the health of the girl of eleven to thirteen years of age as the running of the sewing-machine. Either of these forms of employment may induce ovarian and uterine congestion.

The period of pubescence is the most important of the girls life, a time during which she is subject to the most changes and when the greatest number of health-disturbing

influences manifest themselves. During this period the foundations of future health or disease are laid, and unfortunately, at this same time are made the most severe demands of the entire school course. She is expected by her parents and friends to graduate with all the honors in the *shortest* possible time. Too many studies are imposed or permitted. Too much time is spent indoors. The recess, instead of being a time for real health-giving physical romps and exercise is devoted to crocheting, making hemstitched, feather-edge or herring-bone trimming. The pomp and parade of public exercises, especially commencement, the pressure and excitement induced by working for marks and cramming for examinations are not entirely the fault of the school, but rather the fault of parents who demand that their own daughters be conspicuous above their mates in school. These girls love to please their blindly ambitious parents and spur their overworked bodies beyond the point of recovery from fatigue, at too great expense of real energy and nerve force. When will parents learn that a whole *ton* of knowledge gained at the expense of a single ounce of health is far too dearly paid for?

The peculiar organization of woman is certainly too much ignored and there is no provision for teaching the girl the absolute necessity of proper care and perfect discretion at her periodical epochs. Rather is there an avoidance of any practical instruction in female hygiene, the girl frequently being expected, by even her own mother, to learn these all-important facts from some older girl at school in a purely accidental manner. Should not child confidence be encouraged and should it not be rewarded?

Why permit girls to suffer from nervous strain, excessive mental activity and brain tension that is bound to react upon the other bodily organs, making a physical breakdown quite possible, and laying the foundation of a whole life of chronic invalidism? The intimate connection of the nervous system with the sexual organs in woman is too often overlooked. It must be remembered that a disturbance of

one leaves a pronounced impression upon the other. Reflex irritation certainly assumes a commanding position among the factors of neurotic disease in children, especially girls. The longer and more pronounced this reflex irritation is, the more violent will be the changes in the nerve cells. Why is it that chronic reflex irritation is so much more potent a factor in producing nervous disease in children and especially in girls than it is in adults? Let Dr. Rachford's able answer be heard: "The oculist will testify that eye-strain is a much more potent factor in producing headache, chorea and general nervous irritability in children and in young women than it is in men. The surgeon will testify that diseases of the genito-urinary apparatus, which produce the most profound nervous symptoms in young women and children, have little or no such influence in men. The physician will testify that irritation from disease of, or foreign bodies in, the intestinal tract will produce convulsive and other nervous disorders in children, while the same conditions have little influence in producing nervous symptoms in men. The gynecologist is prone to believe that disease of the female generative organs is the most important of all the reflex causes of nervous disease; and every clinician has observed the predisposition to nervous disease which accompanies the growth and functional development of these organs. Indeed, every department of medical science lends testimony to the fact that age and sex are among the most important of the predisposing factors which assist reflex irritation in producing neurotic disease; and the reasons for the potency of reflex causes in producing neurotic disease in children, especially girls, are not altogether obscure."

Unsuitable clothing, improperly cooked foods (and such are even found in some of our "star," much-lauded, high-priced boarding-schools), insufficient sleep, an injudicious amount of piano-thumping—any of these causes may be sufficient to occasion a high degree of nervous tension, so that there is little wonder that menstrual disorders, neurasthenia and nervous prostration frequently result.

When the change of pubescence really occurs there is usually but little notice taken of it and there is consequently no modification in the daily habits and customs of living. It is always a delicate period; there are always emotional changes, considerable excitement and much physical weakness, but ordinarily there is no rest, mental or physical, no quiet hours in which the whole system might vegetate and but little attention is given to this natural and functional expression of womanhood. Then, of all times, the girl needs a wise, considerate, frank mother. But it seems there is a complete ignoring, if not ignorance, of woman by woman—by the girl's own mother. Else we would have fewer puny, sickly and weak girls with flabby muscles, over-tensioned nerves and disorders of digestion and menstruation.

Amenorrhea, or suppression of the menses, is frequently due to injudiciousness—bathing the feet in cold water, getting wet, or foolhardy changes of clothing, such as laying off the winter flannels too early. Neglect of out-door exercise, improprieties in dress, imprudence during menstruation, habitual constipation, insufficient rest and sleep may cause any of the common menstrual disorders. When the school-girl begins to grow pale, suffers from headaches and spineaches, manifests loss of appetite, the danger line is being reached. A little more urging, a little more overstrain, a little undue excitement may precipitate a neurotic condition which may never be overcome and the effect of which may never be eradicated.

The best results are attained by complete rest in so far as possible. During this time there should be a diminishing and, if need be, a complete cessation of the demands of study and the abolition of piano-practice. Rest at this extremely critical time is indeed of priceless value—of the utmost importance. Protection from cold and cold baths as well as being kept away from any sort of nervous excitement contributes much towards overcoming tendencies to serious discomfort at these periods.

The treatment should begin at home before the age of

pubescence in the form of instruction in the necessary female hygiene. If a mother does not know, her ignorance amounts to criminal neglect. Of much more value would tender, sympathetic, intelligent motherliness be, before the epoch itself—of much more value, we repeat, than all the doses of bromides, ammonia valerianate, or alcoholic stimulants given by the family physician after the harm has been wrought.

The cause of the troubles herein mentioned lie principally with the mothers of girls. The increase of female diseases and infirmities is recognized by specialists the world over. The question is, what can we do in the way of preventives? Much has been said, and much remains to be said, about faulty methods of education. All know that the average seventh or eighth-grade and high-school girl is overcrowded with brain work while at the same time her physical development is sadly neglected. Parents as well as school boards and school superintendents should be educated to see the necessity of more physical training and less mental overstraining in young girls. *Too much brain work and too little body work is the evil of our schools.* Everything possible should be done to lengthen the time of educating girls. Above all, let us insist upon ample physical training in the early school years. Let us never stand with calm, serene holiness of countenance while health is being sacrificed on the altar of so-called education. Let us rather see to it that our schools provide for the best development possible; that each child, boy or girl, be developed into perfected citizenship, physically, mentally, morally—an individual rich in strength, ready to cope with all the duties of after life.

WILLIAM O. KROHN.

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He who helps a child, helps humanity with a distinctness, with an immediateness which no other help given to human creatures in any other stage of their human life can possibly give again.—*Phillips Brooks.*



WHAT THEY BROUGHT.

IT was the first Monday in September and Miss Wilson's little folks all came gathering back after the long vacation. There was only one stranger this morning, a queer little boy who did not speak to anyone, and kept close by Miss Wilson. When the bell rang he took the front seat and sat still—perfectly still; he did not even seem to wink.

Just before noon, when the work was done, Miss Wilson said: "How many remembered that I asked you to bring back some of the most interesting things you found in your vacation trips, and to learn to tell all about them?"

Only six hands went up. Carl Cline's was among them, and so was Miss Wilson's.

"Carl, will you tell us what you brought and where you got it?"

"The prettiest thing I found was some rock crystal, and I brought you a piece for our collection;" and Carl took something bright from his pocket and gave it to the teacher.

She held it up so that all could see. It was about an inch thick and as long as your finger. It had six smooth sides and looked white and bright like a diamond. One end was broken squarely off and the other was pyramid-shaped.

"Now, Carl, tell us about it," said Miss Wilson.

"It came from the Mammoth Cave, in Kentucky," said Carl. "There were lots of them there—big ones and little ones. The roofs in some of the rooms were made of it; but they were so high up that we couldn't see them until the men sent up rockets. They looked all colors, like the rainbow. The crystals are all harder than stone. I wrote my name on a piece of glass with one."

"Have they any other name?" asked the teacher.

"Yes'm — pints."

"Pints!" exclaimed the teacher, with a smile. "Are you sure it isn't quartz?"

"Oh, yes," answered Carl. "It's quartz. I forgot."

"Is it good for anything?"

"Yes'm; they make the glasses in spectacles of it."

"Did you find any color but white?"

"I didn't know there were any other colors," answered Carl.

Miss Wilson took two rings from her pretty white fingers. "This jewel," said she, holding up a ring set with a clear lilac-colored stone, "is an amethyst, and only different from Carl's rock crystal in color." Then she showed them the other ring, which held a beautiful, pale-yellow gem. "This is an opal," said she, "and it is a cousin to the rock crystal, though not so near like it as the amethyst. Opals never have six sides, as all kinds of quartz do. You see when it is moved about it shows red and blue colors, but the crystal lets the colors right through." She held the piece of crystal up near the sunshiny window and moved it about, and there on the white wall was a tiny, beautiful rainbow!

"Now," said Miss Wilson when she laid the crystal down, "I have just time to tell you what I found; and some other day we will hear about the rest. I spent part of my vacation in Arizona, where it was very warm indeed, and I saw a great many strange things; but I brought the very most interesting one home with me."

She stooped down and said a few queer words to the strange little boy. He rose and faced about, and made such a grave, funny little bow that the children could hardly keep from laughing. How funny he did look! His face and hands were just the color of a copper cent. His hair was straight and black, and hung almost down to his little, bright, black eyes.

"This little fellow is one of a tribe of Indians in Ari-

zona," said Miss Wilson. "He has no father and mother, and I have coaxed him to come and live with my mother and me. He is very bright and quick, although he can only speak a few words of English. You will find that when he learns to talk with you he can teach you a great many things; and of course you can help him to learn all about his new life. Be very kind and patient with him, just as you would wish to be treated if you were going to live and work and play with strange children in a strange land. The people of his tribe are called the Navajo Indians, and we will call him 'Jo,' though he has another name much longer and harder. Now, how many will help to make school-life easy and pleasant for my little brother?" Every hand was up in a moment, and Miss Wilson smiled a "thank you."

When they had been dismissed and were all out of doors, some one cried:

"Three cheers for Miss Wilson!" and after they were given Carl Cline said: "Three cheers for Jo!" and I feel sure that Jo will have a good time at school in his new home — don't you?

GLADYS HYATT.

Excelsior, Mich.



A gentleman interested in a Children's Home in Los Angeles, California, relates to us the following incident:

He had just succeeded in finding a home for a little boy of three and a half years old, but before taking him to his new home it was thought best to exchange his dress for trousers. When almost at his destination his childish strength was exhausted and he complained that he was very tired. The gentleman, to encourage him, told him that the only difference between them now since he had discarded dresses was that one was a big man and the other a little man, and that men must not grow tired so easily. After a few moments silence, in which the little one's steps grew still more dragging, he exclaimed, "Well, take my pants off and carry me!"



Mothers' Meetings.

MOTHERS' meetings, Child-Study clubs or some other similar organizations are becoming quite numerous, which is certainly a step in the right direction. There are many localities still unreached, however, and a large number of earnest women who would be only too glad to avail themselves of the advantages of such gatherings should the opportunity present itself, or who would willingly take the initiative in such a movement if they knew just how to proceed.

We have had two seasons of exceptionally interesting, successful Mothers' Meetings, and an account of our plan of work might prove helpful and suggestive to others.

We organized under the leadership of the Superintendent of the Department of Social Purity in the W. C. T. U., and for the first season, while all sides of the child-question were discussed, that of keeping our children pure and innocent was kept in the foreground. Our leader, whose heartfelt interest in the best welfare of the young was clearly shown by her untiring, painstaking efforts to make the meetings in charge helpful and interesting throughout, read the first paper upon the subject of Social Purity; this was followed by a paper on child-training, in its various departments, by a mother who for several years before her marriage had been, like our leader, a school-teacher. After these there was a series of papers, each prepared by some mother previously appointed by the leader, and chosen with reference to her special fitness for the subject assigned. This series commenced with "The Babe," which was followed by "The Child at Home," "First Years of School Life," "From Ten to Fifteen," and "Young Manhood and

Womanhood." Following these were papers upon "Street Influences," "Food and Diet," "Right and Wrong Punishments," "The Origin of Life," and how and what to teach our children upon this subject.

We usually reviewed the previous paper at each meeting, and had some short selections read—sometimes a telling sketch or beautiful poem, at other times brief extracts from the writings of acknowledged authorities upon the subject under consideration. At all the meetings an informal, free discussion of the subject in hand followed the reading of the paper, or interrupted it from time to time, as seemed most natural and interesting. The leader called upon different ones for their opinions and an effort was made to have all participate and all sides of the questions and different opinions brought out.

Our meetings were held from house to house, and although under the auspices of the W. C. T. U., there was no thought of clique, social class, church or society in the Mothers' Meetings themselves. They were held in different parts of the town, and in addition to the general invitation to all mothers and all others interested in the study of children to be present, each hostess took upon herself to invite personally all of her neighbors to attend the meeting at her home. Many who from diffidence or lack of interest might not have come under the helpful influence of these gatherings had they been held at some stated place, had the Mothers' Meetings, with their inspiration and education, brought to their very doors. In this way the attendance was materially increased and a much larger number of mothers reached than could possibly have been done in any other way; and, too, a class of women was interested and awakened to the responsibility and importance of a mother's position who might never have been reached through the ordinary channels.


The papers, one and all, evinced conscientious, earnest thought in the preparation, and the discussions showed that the mothers attended the meetings for a purpose.

At the closing meeting, during the discussion of "The Origin of Life," copies of three little books on the subject by Mary Wood Allen, M. D., "Teaching Truth," "Almost a Man" and "Child Confidence Rewarded," were circulated and commented upon, and a number of copies ordered by mothers present. These copies were freely loaned among the rest and to other interested mothers. These books are simply beautiful in their directness, clearness and purity of thought and expression, and I can but urge all mothers to avail themselves of the first opportunity to read, if not possess them.

Another choice book that was circulated and read among us was "The Song of Life" by Margaret Warner Morley. This, too, is exceptionally full of beauty.

Of our second series of meetings, I will only say that the plan was the same throughout, excepting that in place of papers prepared by the mothers, we took up the study of Elizabeth Harrison's charming little book, "The Study of Child Nature," recently reviewed in *THE CHILD-STUDY MONTHLY*. The book is in ten chapters, each of which was originally given as a lecture or talk before the Mothers' Meetings in connection with the Chicago Kindergarten College. One chapter of this book was read at each meeting by some one previously appointed, the discussion, review, etc., being much the same as during the preceding year.

One thing more. We held our meetings during the summer, and mothers were especially invited to bring their children, who were cared for and entertained in the most charming manner with games and toys, blocks, kindergarten supplies or stones, by the sister of our leader, who attended the meetings for that purpose and who took her little charges into a separate room or out under the trees as seems most pleasant. I mention this, not that all may expect to be as fortunate as we were in obtaining such voluntary service, but that, since no successful Mothers' Meeting can be conducted with a roomful of unoccupied children of all ages in attendance, the subject of their entertainment be



taken into consideration; that no mother need be debarred the much needed help and inspiration of the meetings because she has no one with whom to leave her restless little ones.

GAZELLE STEVENS SHARP.

Humboldt, Iowa.



He was such a little fellow! I am sure there was not two feet of boy all told, and yet what there was of the poor mite was clad in a full suit of knee-pants and jacket topped off with a wretched little soldier cap. His hands were dimpled and red, and with all their might they clung to the knees of his stalwart, phlegmatic mother, who evidently regarded the manikin as an adult specimen. I stood and watched him until my eyes were full of tears and my heart equally full of hot revolt. Why should great, big, unfeeling mothers have the charge of babies, anyway? As well give a kitten into the care of a gorilla. The Lord understands what He is about when he sends children broadcast into the world, but I sometimes doubt it. If there is anything created that demands and should receive tenderness it is a little child; but for one really wise and sympathetic mother there are twenty irritable, uneven-tempered, indiscriminating mothers who are unfitted in every way to deal with the blessed babies committed to their care. Here was a case in hand. A mere baby dressed up in semblance of a roystering boy. His little head cropped close of its pretty hair and pressed into the circumference of a stiff hat. His dimpled legs swathed in fustian trousers and his poor little bits of feet incased in leather half-boots. And when the baby soul within him asserted itself and demanded the tender dealing that was his due he was slapped into dumb despair by the brutal hand of a mother who knew less of the divine instincts of motherhood than a fresh-water minnow knows of the sea. How I longed to lift that tormented scrap, trousers, soldier cap and all, into my arms and cuddle him into comfort!

"CHILDREN'S INTERESTS."

THAT which has been expressed by this heading has been the center of much study and discussion. It has been assumed that those things which are called "interests" are definite quantities — as "definite as measles." It is asked: What are children's native interests, and when found, shall they be followed? It involves, to some extent, the question, Shall interest or duty be leading motives? — a question between Herbartians and Hegelians.

How does the term *interests* have so definite a meaning? While all agree that there is *interest*, do all allow that there are *interests*? A child's interest may lead him to *attend* to the reading of a story; his interest may lead his will to act and he *investigates*; his interest for a thing may be *empirical*, i. e., have reference only to the thing itself with no thought of the cause or effect; or his interest may be *speculative* as to the cause or effect; his *aesthetic* interest may lead him to collect pictures or visit an art gallery; his *sympathetic* interest makes him feel another's joy or pain; his *social* interest makes him sympathize with *many* others collectively; and his *religious* interest makes this sympathy extend to *all* others. Thus, in substance, does Herbart outline interest; but it is still *one* interest, though many sided.

Can we say there is *an* interest, or there are *interests*, or can we say only that there is *interest*, and think of it as a subjective appetite that relates us to other things? Have I one appetite for bread, another for meat, another for fruit, or have I simply *appetite* which relates me either to bread meat or fruit? Are there methods and methods, or are these simply *method* in the use of *devices*?

Again, it has been claimed that if the desire of a child is to know the use of a thing rather than the description or construction, then *use* is one of his *native* interests; if he enjoys reading Robinson Crusoe more than reading of the hero of some Sunday-school book, then *adventure* is one of his native interests; if he is pleased to have the human character prevail in his stories over brutes and the elements of nature, then humanity is one of his native interests, or, the interests of children in general would be those *desires* that are common to large numbers. Of course if this is what is meant by "children's interests," we may discuss and listen intelligently.

Sully says: "Those things are interesting to us, or awaken our interest, which answer to or are connected with our particular sensibilities, taste and related habits of thought." Certainly the awakening of our interest by the touching of our sensibilities and tastes is very much like the smell of food making our mouths water when our appetites are good; so this definition conceives of interest as an appetite.

But that part which speaks of "our related habits of thought" gives us a different suggestion: Whence came that "habit of thought" but from repeated acts of thinking? And whence came our data for thinking but from our sensations, perceptions and representations? Our "habits of thought," then, would suggest what has been called by Herbart "apperceiving concert groups," or an "apperceiving mass of ideas."

The question, "What are children's interests?" then becomes "*What apperceiving concept-groups are common to large numbers of children?*" Of course that depends upon the environment and experience of each individual child. The city boy's concept-groups differ from those of the rural boy; those of the sailor boy from those of the boy on land.

The question "Shall children's interests be followed?" then becomes, "Shall we reckon with the child's apperceiving concept-groups?" Of course we must. No person is a good teacher who does not follow intuitively or consciously the

principles of apperception. But an apperceiving concept-group is not a stable compound, a constant, but ever varies. As soon as the new material is fused with the old, it is all old then. New groups may also be formed. The groups of an astronomer differ from those of an artist. The same person may have groups that differ as widely. The material for the child's concept-groups began, with nature as his teacher, when he received his first sensations. Since then he has received many sensations and in many cases interest has nothing to do with the reception of those sensations. He receives them because external things are "connected with his sensibilities," to use Sully's words again.

Object-teaching, experience and laboratories are factories creating these great thought-groups. The teacher is the superintendent of the factory. The concept-groups are at once ends and means, and they must be reckoned with.

GEORGE E. ST. JOHN,

Superintendent Schools, North Yakima, Wash.



A little four-year-old was taken on a visit to grand-mamma in the country. There, for the first time, he had a near view of a cow. He would stand and look on while the man milked, and ask all manner of questions. In this way he learned that the long, crooked branches on the cow's head were called horns. Now the little fellow knew of only one kind of horn, and a few days after obtaining this information, hearing a strange kind of bellowing noise in the yard, he ran out to ascertain its cause. In a few minutes he returned, with wonder and delight depicted on his countenance, exclaiming: "Mamma, mamma! Oh, do come out here! The cow's blowing her horns!"



Tommy—Boo hoo, boo hoo!

Kind Lady—What's the matter, little boy?

Tommy—I can't get a puncture. All the other boys have had punctures, and I want one, too. Boo hoo, boo hoo!

Child-Study in Texas.

EARLY in the year Dr. J. Baldwin, the eminent educator of Texas, as President of the Texas State Teachers' Association, notified me that I had been made President of the Child-Study Department for the annual meeting of the Association. A program was prepared which was sent to Dr. Baldwin and to Miss Lulu H. Jones of El Paso, Vice President of the Child-Study Department, who gave out the topics to those interested in the work. It afforded me very great pleasure to attend the meeting of the Association, which was held at Waco. As I had spent four years in Texas, having left there five years ago, I was not at all surprised to find the Texas teachers well up in the Child-Study movement. President Winston, of Texas University, has taken great interest and has been of great service. The teachers' interest had also been strengthened by Miss Belle Thomas of Chicago, Ill., and Dr. S. S. Parr of St. Cloud, Minn., who had been teaching the previous two weeks in the Texas State School of Methods. Miss Thomas had aroused such enthusiasm for Child-Study among the primary teachers that at their desire the two departments—Primary and Child-Study—met together. So the two afternoons allotted to the various sections were spent by these two departments in joint meetings. As president of the Child-Study Department the writer presided on Wednesday afternoon and Miss Maggie Maule, of Gainesville, as president of the primary department, presided on Thursday afternoon. Miss Gussie Howard of Houston was secretary of the department. There was quite a large attendance, this being perhaps the fullest of the departmental meetings. Dr. Parr and Miss

Thomas attended both sessions and gave much valuable aid. The following Child-Study work was given, which shows that the teachers were greatly interested in the work and they had very carefully prepared the papers for the occasion:

I. Topic: Child-Study.

Benefit to the Teachers, the School and the Home.....

....Miss M. L. Martin, Fort Worth. Miss Mary Cundiff, West.

II. Topic: Child-Study for the Kindergartner and the Parent.

1. Lines of Mutual Observation..Miss J. H. Oreiley, Corsicana.

2. Concrete Examples of Mutual Observation.....

.....Supt. J. C. Ryan, Waxahachie.

III. Topic: Methods of Studying Children. (From "Studies in Education.")

1. Undirected Observation in Every-day Home and School Life.....Miss Kate Stout, Dallas.

2. Miscellaneous Written Collections, Without any HypothesisMiss Mary Lee Horton, Austin.

3. Personal Reminiscences of the Pupils

.....Miss Lula H. Rainey, Waco.

4. Personal Journals or Letters of Children

.....Mrs. Martha C. Cochran, Waco.

5. Artistic Interpretations of Childhood.....

.....Mrs. W. H. Keller, Dallas.

6. Direct Studies on Children.....

.....Mrs. M. C. Hucherson, Waxahachie.

7. Statistical Studies on the Lines of a Syllabus.....

.....Miss Kate Burrough, Waxahachie.

IV. Two Studies on Children:

1. Children's Lies.Miss Catherine Gorbett, Ysleta.

2. Religious Ideas of a Child

.....Oscar Chrisman, Emporia, Kan.

On Friday morning, after the regular business, the time of the General Association was entirely given to Child-Study, with this program:

1. "Paidology" Address..Dr. Oscar Chrisman, Emporia, Kan.

2. "Educational Reform"Dr. S. S. Parr, St. Cloud, Minn.

3. "Child-Study in the Kindergarten and Primary School,"

.....Miss Belle Thomas, Chicago, Ill.

4. "Value of Pupil Study to Teachers"

.....W. E. Darden, Longview.

One reason for my being called to Texas was to aid in

over each composition and "go through it," so to speak, but not so much to better the work rhetorically as to secure "unity, continuity and progress of thought."

II. "Unprecedented emphasis upon moral character and conduct." "Ethical teaching should be more scientific, based at every point on theory, and carefully and pungently applied to all the capital moral problems of life." Plato, Marcus Aurelius, Cicero, Kant and Fichte should be reinforced by true scientific study. The latter has already become a great ethical force, possessing even theology, because it has set up as a motive "the idea of simple truth, irrespective of consequences."

III. "Biology in the largest sense in place of Latin and Greek." "Few," says President Andrews, "are aware how humanity suffers for lack of fuller biological knowledge." Armies of human beings die, and other armies suffer indescribable pain in consequence thereof. But biology includes much more than is usually thought, as political economy, political history, the science of society and of government, and no studies *are more disciplinary or more useful*.

The closing sentences are at once a challenge and a prophecy. "Many are to-day in despair, thinking that a rational life in common on the part of the children of men is impossible. Such pessimism is unreasonable. We have as yet hardly begun to study society. College teaching has in effect dissuaded from this. Saving change will come when the collegiate system throws its influence in the direction of useful investigations, as it now does, or till recently has done, in favor of acquaintance with the dead past."



Modern College
Education as
Grant Allen sees it.

THE *Educational Review* for September characterizes the *Cosmopolitan* papers as "dull and jejune," and gives Professor Peck the credit, while dissenting from his conclusions, of suddenly making them "inter-

esting and readable." Mr. Grant Allen is scarcely less readable and interesting, and his contribution has the advantage of being more in accordance with the spirit of the age. College education of the traditional, conservative kind is mostly a matter of the dead languages. "Our existing system," Professor Allen declares, "teaches Greek efficiently to about one per cent. of its pupils; Latin efficiently to about fifteen per cent; Latin alone, and badly, to the remainder." This curriculum, the necessary training of a priest in the twelfth and thirteenth centuries is, even when reinforced by a modicum of mathematics and the elements of science, inadequate to modern requirements.

Professor Allen's proposed remedies are certainly radical enough. Sweep away, he says, all relics of medieval preconception—especially the error of overrating the value of linguistic training, which, as a means of educating the faculties has proven a failure. Substitute a general education in the knowledge of man's history, his development, his arts and his literature: "Mathematics, as far as the particular intelligence will go; physics, so as to know the properties of matter; generalized chemistry; zoology; botany; astronomy; geography, geology; human history, and especially the history of the great central civilizations, which includes Egypt, Assyria and Babylonia, Persia, Asia Minor, Hellas, Italy, Western Europe, America; human arts, and especially the arts of painting, sculpture and architecture in North Africa, Western Asia and Europe," but "no Greek, no Latin, no French, no German." This broad general knowledge should be supplemented by exact knowledge of one subject—chosen, out of pure predilection, by the student himself.

As if all this were not enough to set the dry bones rattling, Mr. Allen goes a step farther and declares that the preconception most baneful of all is the notion that the college itself is essential. Even after it has been reformed, there is a better way. The same round sum which sends a

boy to Harvard or Oxford, or a girl to Vassar or Girton for three years, would pay for two years of travel in the motherlands of culture—"France, Germany, Italy, Greece, Egypt. And the greatest of these is Italy." After reading the sentences, "The money that went to found the Leland Stanford or the Johns Hopkins University would have been immeasurably better spent in bringing St. Marks at Venice and the Uffizi at Florence into the lives of innumerable able young Americans," and "Here, then, is the opportunity for a wiser Cornell," most readers will be ready to agree with Mr. Allen that "this is an unconventional paper."



An Appeal to Prof.
Peck's Sense of Humor.

THE CONTENTION that universal education must be abandoned because of its tendency to rouse ambition and so to stimulate discontent, cannot be taken seriously. But suppose it does! What is the alternative? Obviously, the eventual overthrow and, perhaps, the massacre of the educated few by the ignorant and illiterate mob, and the consequent destruction of our civilization. Discontent is not necessarily a bad thing; the word may have several meanings. In one sense, at least, discontent has been, and is, the source of all progress of every kind. We want more of it; discontent with ignorance, with vice, with dirty streets and corrupt policemen; discontent with venal politicians and dishonest men of affairs; discontent with fools, knaves and charlatans generally. That is the sort of discontent that education, framed on the best modern lines, will produce. Of course, there are educational quacks and mountebanks, and here in America we have more than our full share of them; yet they are but flies on the wheel. Professor Peck's sense of humor should prevent him from taking them too seriously.—*Educational Review for September.*

**Gilbert Reports for
Manual Training.**

SUPERINTENDENT Charles B. Gilbert, of Newark, N. J., in his report for 1896, recommends the establishment of a manual-training course "coextensive with the grades and open to every child," the crowning feature of which should be a polytechnic high school. His plan, which is applicable to scores if not hundreds of other cities, contemplates the oversight of the work by the regular teachers in the kindergarten and primary grades, the equipment of shops beginning with the grammar school. "By the time a building can be provided there will be students enough already interested in the work to make a school of reasonable size."



**Child-Study and
Psychology.**

CHILD-STUDY will, I am sure, suffer exceedingly if it comes to be regarded as a relatively independent science, having only the loosest connection with general psychology, and following its own ways, as if it could afford to set up in business for itself. It is almost certain, in such a case, to get a false idea of the mind of the child, by neglecting the chief source of light — the study of the mature mind. As I have said before, if the alternative were forced upon us of learning the nature of the child by studying the child by itself merely, or by a thorough study of mind in all phases except that of the child, I would say by all means choose the latter; get your knowledge of the child by knowing as much as you can of the man. But luckily the alternative is not forced upon us. We can study both the child and the man, and in this way correct and supplement each imperfect study. If child-study lives thus as a vital part of a thorough-going general psychology, adapting the general methods of the most critical psychology to its own uses, and making the aim of general psychology its own aim, then it will lead to much that is both new and important. It will itself be a richer study, and psy-

chology will be a richer science.— *George M. Stratton, University of California, in Educational Review for September.*



**College Ex-
aminations for
Women.**

EVEN apart from the unhealthy excitement attending upon such a system—or perhaps not apart from it, but because of it—the examination seems calculated not to help, but to check the development of the mental and spiritual forces of many women students who pass the highest. An American examiner said to me recently: "If I have two papers before me, the one written by a man and the other by a woman, the chances are that I will have to mark the woman's paper higher. But the chances also are that the man's paper, despite numerous errors, will give evidence of a certain vigor of thought not to be found in the woman's." I think that almost all teachers who have dealt with both men and women have made a somewhat similar discovery. It is possible that the masculine mind is a better thinking apparatus, to begin with, than is the feminine; it is certain that the man's life is better calculated to develop a broad, calm judgment. But I am inclined to believe that the girl's extra eagerness to pass examinations does much to stunt her powers of thought. It seems sometimes as though she were too anxious to learn what is in the books to waste much time in weighing its value.

Not only do examinations stifle thought, but they tend to destroy that priceless possession, enthusiasm. This, too, happens oftener in the case of the woman than in that of the man. And without strong thinking and enthusiasm there can be no power. Thus it is not the girl who passes the best examination, but the girl who appears best in the recitation-room and who writes the best theses who will ordinarily be the greater intellectual force in the community.— *From "Women at the English Universities," by Mary Taylor Blauvelt, in American Monthly Review of Reviews for October.*

Compulsory Education Law in Indiana.

D. M. GEETING, superintendent of public instruction, is very much pleased over the operation of the Indiana compulsory education law, so far as he has been able to observe it over his state.

"I believe," said he recently, "that the law will have brought not less than 25,000 pupils into the schools of Indiana. In this city, I understand, it has added about 1,200. Reports from Terre Haute show an increase of about 1,200, Muncie 1,000, Shelbyville 500, Noblesville 300, and thus it goes throughout the state. This is even a larger percentage than any of us had figured upon. The township trustees also report a considerably increased attendance in the schools. This has been brought about simply by the enactment of the law, by the fact that it is upon the statute books."

"The work of the truancy officers in bringing in children has scarcely begun. The law requires that they shall have at least twelve weeks' schooling in a year, and it is optional with their parents whether they have it at the beginning or the close of the term."

**The Continuous Session.**

THE sentiment for a continuous session must be reckoned with in the near future. Times are not what they once were. Conservative prejudices count for little. An idea that commends itself to the people sweeps the professional field like a cyclone. The Winona normal school has a continuous session, its success attracts universal attention and the Committee of Twelve recommends it warmly. Chicago University has something of it, and for years several private normal schools have worked upon that plan. New York City is seriously considering continuous sessions for some grades in some localities. There has been an indefinable murmuring about "too long vacations" for some time, but it attracts no attention. Americans are not made of the ma-

terial that complains of too many holidays. It was the wrong watchword, just as "prohibition" is. You can never get a corporal's guard enlisted under a prohibitory banner in the United States, for we are not a prohibitory people. When, however, a "continuous session" is suggested, it conveys the idea of getting through so much the sooner, and there may be magic in the phrasing. At least the movement is worth watching. It will revolutionize the schools in so far as it is adopted. It seems hardly rash now to prophesy a continuous session for some normal schools in every state; for some primary schools in every city where poor people are massed, and in many of the colleges. Of course the success of the summer school, which is now as much of an American institution as her colleges and normal schools, is primarily responsible for this.—*Inland Educator.*



**The Kozminski
Plan.**

WHAT shall the girls do while the boys are at work in the shop, when manual exercises come to be the regular thing in the grammar schools? An experimental answer to this question is evolving in the new Kozminski School, at Fifty-fourth street and Ingleside avenue, Chicago. Two rooms have been set apart for a "kitchen garden," and, under the direction of some public-spirited women, the girls in the fifth and sixth grades will be taught the elements of housekeeping, those of the seventh and eighth grades the art of cooking.



**Baths in Public
Schools.**

THE LITTLE city of Göttingen, in the kingdom of Hanover, Germany, enjoys the distinction of first fitting up a public school building with baths. This was more than ten years ago. About forty continental cities have since followed the example, at an estimated cost of a quarter of a cent per child for a nice spray bath in Germany, and one-fifth of a cent in Switzerland. The result is cleaner and tidier children, improvement in health and an increased quickness and willingness

to learn. The advisability of adding spray baths to the regulation equipments of every new school building is now mooted in several American cities. The advocates of compulsory instruction in the evil effects of alcohol might do worse than to make the apostles of the spray bath their coadjutors. Of the two, we are inclined to think there are localities in which the latter would be the more beneficent "reform."



**Tesla and
Edison.**

A MORE original genius than Edison, veritably a wizard, is his young disciple, Nikola Tesla, who was born in Servia and found employment with Edison on landing in America. For small electric lights he dispenses with the filaments inside the bulbs and makes dilute air do their work. He sends currents of high tension through space, without any conductor, at a voltage many times greater than that employed in electrocution. He receives in his person currents vibrating a million times a second, or two hundred times greater voltage than needed to produce death. He surrounds himself with a halo of electric light and calls purple streams from the soil. His experiments are of the utmost promise to the industrial world. His aim is to hook man's machinery directly to nature's, pressing the ether waves directly into our service without the intervention or the generation of heat, in which such an enormous proportion of the energy goes to waste—ninety per cent in arc lighting, ninety-four in incandescent.—*E. Benjamin Andrews.*



**How the Poets
Teach,**

THE greatest poets are Homer, Dante, Shakespeare and Goethe, and these artists are in the truest sense educators of mankind. The types of character exhibited in their literary works of art, Achilles, Agamemnon, Ulysses, Macbeth, Hamlet, Wilhelm Meister and Faust have helped and will always help all mankind to self-knowledge by showing them how feelings become convictions and how convictions become deeds, and

how deeds react upon the doer through the great organisms of human society. The world-wisdom of a people is largely derived from its national poets, not as a moral philosophy but as vicarious experience. Aristotle said that the drama purifies the spectator by showing him how his feelings and convictions will result when carried out. Without making the experience himself, he profits by participating in the world of experience depicted for him by the poet. It is more or less in human nature to recoil against direct advice, especially moral advice. We do not like to have its application made personal; but in the work of art we see the moral energies of society acting upon ideal personages, and the lesson to the spectator is more impressive and more wholesome, because it is accepted by him in his freedom and not imposed upon him by external authority.—*Dr. Wm. T. Harris.*



**The County
Institute.**

WE find ourselves asking the same old question that we have been asking for years in regard to the county institute. Does it do all it should for the teacher? Isn't a great deal of time and energy wasted? Would the teachers attend voluntarily? How are the instructors chosen? Ought not the instructors to have special qualifications for this work? Is there any way to improve upon the present conditions? We believe that the institute should exist for the teachers; that the work done should be to emphasize educational principles; that teachers should go away from every institute better prepared to teach school; that the instructors should be students of educational principles and be capable of discussing these principles so as to bring some help to the teachers; that the instructor's fitness for the work should be the sole basis for his employment; that this is an educational office which should seek the man.—*Inland Educator.*



No matter what kind of school you are teaching, YOU SHOULD CAREFULLY CORRECT THE ORAL LANGUAGE OF YOUR

PUPILS. Every subject should be made to pay toll to English. The teacher should see to it, that in the recitations in geography, history, arithmetic, etc., the pupils use good English. Whenever the child makes a mistake in the presence of the teacher, let the teacher express the same thought in correct form and require the child to repeat it. In the seventh and eighth grades, the children may be stopped and asked to correct their own mistakes. So it happens that while in this way, every subject pays toll to English, it is also true that English more than repays every other subject, because the more thoroughly the child understands English, the better work will he do in all other subjects.—*J. B. Wisely.*

Kindergarten and
Primary School
Must be Correlated.

THE following extract is from the remarks of Supt. C. B. Gilbert, at the second session of the Kindergarten Department of the N. E. A. at Milwaukee, July, 1897: "If the kindergartens are to be useful in public schools they are to be a part of the public schools and not a plaster. It is altogether too common to have the kindergarten added on to the public school system, and to have the kindergartners in a little class of "I am holier than thou" people by themselves; a little superior to the other teachers with their own supervisors and their own teachers' meetings, and their own methods of teaching young children and doing something beautiful with them, and which they think the teachers are going to spoil next year. Now that is all wrong. If the kindergarten is here to play its part in the public schools it must be a co-ordinate part, vitally related to the public school system. It must be just as much a part of the system as the first grade, or the sixth grade, or the high school. I do not believe in the special kindergarten supervisors. I know that I am a heretic, and I am sure that these good ladies on the platform will differ with me, but I believe that it is essential that the kindergartens should be supervised by the same

person who supervises the primary school; that the kindergarten should be simply the first grade of the primary school; and that it should be so closely co-ordinated that the children going from the kindergarten to the primary school do not catch cold from the change of atmosphere. That means not merely that the primary schools are to be different, but it means that the kindergartens are to recognize themselves as a part of the public-school system, whose business it is simply to start the pupils on a career which is to be continued with the same spirit and in the same general way in which they have started. And the primary teacher needs just as much kindergarten spirit as the kindergartner does. And the kindergartner needs just as much sense as the primary teacher does.

The state of Indiana observed the 29th ultimo as Arbor Day.



Two dusky small boys were quarreling; one was pouring forth a torrent of vituperative epithets, while the other leaned against a fence and calmly contemplated him. When the flow of language was exhausted he said:

"Are you troo?"

"Yes!"

"You ain't got nuffin' more to say?"

"No."

"Well, all dem tings what you called me, you is."



By child-study we may see the natural tendency of the individual mind and have opportunity to encourage its inclination. We can screen its gaze from many a foul picture and unveil many a beautiful scene before it that must grow into character. The Greeks understood far better than we that "we rise to the good through the beautiful."—*Supt. T. S. Lowden, Greenville, Pa*

Workings of Children's Minds.

THE following witticisms are kindly furnished us by one of our subscribers and faithful contributors. Each one of the anecdotes is extremely suggestive of the way in which a child's mind operates and they have the merit of being *absolutely true*:

Katherine's parents have tried to discourage her playing with her food, crumbling her bread and building fences with her cookies. Her father came into the room one morning and found her picking up the pieces of a broken cracker from the floor. He remarked in a rather contemptuous tone: "Well, playing with crackers again, just like a baby!" (she was not quite three). She stood up straight with a scowl of righteous indignation and said, sternly: "Father, did *you* never do anything for a *mistake*?"

A collection of children's original ideas of thunder would be very interesting. This child of three, hearing a sharp peal of thunder during a shower, exclaimed: "Oh! Mother, it's raining out loud."

Katherine was spending the day with her grandmother, while her mother attended a session of the "Convocation of Mothers," held in Chicago last fall.

She was apparently absorbed in her play on the floor (she was just two and a half years) when she looked up suddenly and asked: "Is it any good?"

"What do you mean? Is *what* any good?"

"Oh! This child-study that mothers goes to so much."

A few weeks later she was overheard soliloquizing while playing in the sand-pile with "Tommy," a very disreputable, but correspondingly beloved rag doll. Heaving a deep sigh, she said: "Oh! dear, I wonder if Tommy will be a good boy while I go to the Child-Study Round Table this afternoon!"

A little girl of two and a half was discovered one afternoon inflicting upon her doll, "Tommy," a most unmerciful whipping. Her mother was not only horrified but very much surprised, as the child had never been touched herself, and so far as was known had never seen or heard of such a thing. She asked: "Why are you hurting Tommy so?"

"Because he is very naughty."

"Does mother treat you that way when you are naughty?"

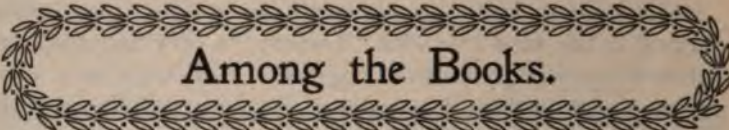
"No. You just say, '*Why Katherine!*'"

The remark was made with what the mother instantly recognized as an exact imitation of her own tone and manner.

Our little girl of three went with her father to visit Lincoln Park this summer, for the first time. Meeting her mother on her return home she exclaimed, joyfully, and with no idea of using slang: "O, mother, I saw a boatride, and I was in it!" Upon being questioned about the animals, she said: "O, yes; I was very much interested in those animals!"

One day when Katherine was very much disappointed her mother said: "Well, Katherine, I sympathize with you very much!" "I don't want your sympathize."

She absorbed in some way a knowledge of corporal punishment because, when about three years old, while being dressed after a bath, and trying her mother's patience almost beyond endurance by her antics, she remarked, with such a knowing look: "I'm so glad I haven't got a spanking mother!"



Among the Books.

Stories from English History. Albert F. Blaisdell. 192 pages. Ginn & Co. Boston and Chicago.

This book of stories from English history is carefully edited for school and home use. It serves admirably as a supplementary reading book for boys and girls from nine to fifteen years of age. The book is admirably arranged and presents some of the most notable events in English history in such an attractive manner as to arouse the keenest interest in historical reading. There are forty-one separate stories, each one of which is told in so fascinating a manner as to be worth the price of the entire book. There is no better supplementary reading book extant and it should be found in every school library, for it will prove not only a universal favorite with children, but will also be of inestimable value as an educational stimulus. The book is compiled on the true pedagogical basis and reveals a rare tact and comprehension on the part of its editor, showing plainly that he has insight into the child's own world, for he knows thoroughly well not only what will please the children but what will do them real good.

W. O. K.

Wild Neighbors. By Ernest Ingersoll. 300 pages. The Macmillan Company. New York and Chicago. \$1.50.

This book is really a series of out-door studies by an author already known to the children of the United States. Some of the stories appeared previously in certain of our leading magazines. The book is profusely illustrated and is written in the most interesting and fascinating style. The single chapter on "Animal Intelligence," which is based upon observations upon animals in menageries, is alone worth the price of the book because of the interesting anecdotes it contains. One even comes to admire that most avoided of common American animals belonging to the group *Mustelidae* when he reads the chapter, "The Skunk Calmly Considered."

It is a book brimful of information and this is one of its chief sources of attraction. It contains not only much that is new but it presents it in a form to be appreciated by the most fastidious reader.

W. O. K.

Bible Readings for Schools. Edited by Nathan C. Schaeffer. 220 Pages. American Book Company.

State Superintendent Schaeffer has rendered a service in making this selection of Bible-readings for schools. He correctly recognizes the fact that it is not the mission of the public school to teach the creed or doctrine of any religious denomination, but he also plainly sees the selections from the Book of books are not equalled for the purpose of making strong appeal to the moral nature of the child. Ethical truth is best imparted by narratives which show the essence of right and wrong in the practical every day conduct of real life, and this collection of Bible narratives and parables is compiled in so admirable a manner as to present a moral beauty of which the soul never tires. The only question we have is whether these Bible readings, separate from their real scriptural connection, will mean as much to children as they would if read directly from the Bible; and yet, from another point of view this may be regarded as a strong point of commendation, for it places these Bible readings on the same basis as the lessons of a supplementary reader. It is indeed a valuable book, the best set of selections of this kind that we have ever seen, but we hope that every teacher who uses it will successfully resist the temptation to make namby-pamby doctrinal comments upon the passages read. More will be accomplished by permitting the child to feel the moral beauty of these selections.

W. O. K.

Round the Year in Myth and Song. By Florence Holbrook. Cloth, 12mo, 200 pages. Illustrated. Price 60 cents. American Book Company.

This is intended as a reading book for the third and fourth grades in school and for the home circle. It is at once attractive in appearance and entertaining and instructive in its contents. Some one has said that inspiration and illumination must precede instruction. The myths as told here are as interesting as stories, and will not only awaken the child's imagination but furnish a key to many beautiful things in literature and art which will prove an unfailing source of delight in after life. The poetical selections are skillfully arranged to celebrate the seasons and the months, commencing with September, the beginning of the school year, and closing with Lowell's beautiful description of a day in June. The illustrations are most beautiful and appropriate. An intense love of nature, an enriched imag-

readily than the child of either six or seven. The child of nine fatigues less readily than the child of eight, but has a fatigue-limit about equal to that of a child of seven. As the years advance the readiness of fatigue diminishes materially until the period of puberty is reached, when again, at this period, fatigue more readily occurs than in the years immediately preceding. This chart was formed from observations made by Dr. Krohn upon some 33,000 children and therefore is not a mere chance exposition, but represents a true law of child-life. Similar results to the above were recently obtained by Dr. Gilbert in his observations of the school-children of New Haven, Conn. The instant one sees this chart and finds that it is a general law his mind is attracted to the fact that quite a number of children about the age of seven to nine years are affected with dilatation of the heart. The anatomical dilatation of the heart does not of course occur in all children, and is only the expression of the change occurring in the few where the fatigue element is the most notoriously neglected. Since noticing this fact the author has paid especial attention to the condition of children of this age, and finds evidence of fatigue extremely common among them, and in not a few he has found evidence of anatomical dilatation of the heart, much more so than had previously been noted or indeed expected. No satisfactory explanation is at hand to account for this unexpected phenomenon, but we must recognize that the period from seven to nine years of age, quite irrespective of the other conditions of the life of the child, is one in which fatigue occurs very readily and is one in which damage to the heart is likely to be produced.

This second critical period in child-life is one to which especial attention should be called because of the extremely insidious character of its approach. It is not only in physical fatigue that it manifests itself, but in mental fatigue and in the exhibition of many nervous symptoms otherwise utterly unaccountable. One of the commonest manifestations is the appearance of general laziness on the

part of the child, and it is extremely common to conclude that the child needs more exercise. As a matter of course it is perfectly evident that, of all things, the child does not need more exercise at this period, but in every way its force should be conserved and its labors reduced to the smallest possible degree consistent with the maintenance of health. The duration of this period, which we may for convenience sake term, tentatively, the fatigue-period of the child, lasts occasionally a few months, although in a number of instances I have known it to last two years and even longer, during which time the child's failure to develop sufficient progress at school, and its manifestation of unpleasant nervous symptoms have been the cause of great anxiety on the part of the parents. I desire particularly to emphasize the importance of this fatigue period and call attention to it for the benefit of parents and teachers. It is clear that the school-work during this period of life should be diminished to a point below that which has been done the previous year and which may be undertaken safely the following year.

The third critical period in the child's life is the period of puberty. In the girl menstruation appears, ordinarily, about the fourteenth year of age. This may be taken as marking the middle of the pubescent period, or at least as marking the end of the first third of the pubescent period. It is not, as is so commonly and erroneously supposed, the beginning of the pubescent period. This period begins at least a year or a year and a half previous to the first menstruation, and only when puberty has advanced to a certain degree is it possible for this sign, menstruation, to make its appearance. Previous to this first menstruation, and for a year or a year and a half afterward, the reproductive organs develop rapidly in weight, structure, and functional power. It is convenient to look upon the development of the generative organs of the girl at this period as laying up strength in store for the future generation. During this period we usually find that marked anemia, or chlorosis, as it is

more commonly called, develops. This chlorosis, sometimes spoken of as green sickness, occurs with almost unvarying regularity in the girl at this time. What has become of the iron in her blood? It has been suggested that it is stored up in the ovary for the benefit of the future generation—a not very satisfactory hypothesis. This fact, however, is certain: there is stored up in the ovaries a potential force which only becomes dynamized later in life. This force has its origin, as all force in the individual does, in the food supply. The food supply is capable of giving weight and a certain amount of power, or force. A certain portion of it is, or should be, taken up by the generative organs; the rest goes to maintain the active exercises of the individual at this period. That which is utilized by the generative organs is the remnant remaining after the actual activities of life at this period have been satisfied. Hence the amount which is potentialized in the given individual is dependent upon two factors—first, the amount of force developed by the food ingested; second, the amount which this force is diminished by the active exercises, both physical and mental, of the individual during the developing period. If a year previous to and a year or so immediately following the first menstruation be taken as the time during which a certain portion of the force developed in the girl is potentialized or stored up, it becomes apparent that it is necessary, if we are to have the highest degree of storing up of such force, that we either increase considerably the amount of food taken by her or diminish the expenditure of her active energy during this formative period or do both. It has long been recognized that the amount of food demanded is much larger at this time than immediately preceding or immediately following this period. The extent to which food can be utilized at this time is remarkably illustrated in the case of those children in whom, previous to its occurrence, quite small quantities of meat would produce manifestations of meat-poisoning. When this period begins to show itself meat may often be given to them very freely; indeed, in rather

enormous quantities, without any evidences of meat-poisoning being apparent. In other words, the meat is now utilized by the individual and the force developed from it stored up for future use. An interesting question arises in this connection: Why is it that so many women of the present day are unable to nurse their offspring? We must recognize that nursing is as much a part of the reproductive process as the development of the child *in utero*, and not only, in order to have healthy offspring must the ovaries and uterus be fully developed and capable of performing their special functions in the highest possible way, but the mammæ must also be so developed that when called upon they are capable of supplying a food abundant in quantity and proper in quality for the offspring. As a matter of fact many modern women are unable to supply this latter factor. As was long ago pointed out by Spencer, deficient lactation upon the part of the mother is the first evidence of sterility and is to be taken as a diminution in the quality of the reproductive process *in toto*. How does it happen that the younger mothers of to-day are not capable of nourishing their infants to the same degree that the mothers of a generation or two ago were capable? I think we can find at least one element in the explanation of this in the greater degree of work and labor which was put upon these women during that period in their girl-life when their reproductive organs were being developed and acquiring their potential power for future usefulness. About the time puberty makes its appearance we find the modern girl is either preparing to enter high school or has already entered. This is the period in school-life when the greatest labor is thrown upon the student. There is a change to new studies and an excessive amount of the old ones; the long hours of study call for an amount of labor the child is incapable of supplying, or if she does the work, she expends at the time energy which should be stored up for future use. In those periods of our civilization when the social structure was less complex and the demands made upon

the individual at this period of life were less in school, less in life and less in social relations, such wasting of the forces did not occur, consequently we did not have the resulting damage to the reproductive organs which are now so common. I doubt not that in this will be found a partial explanation of the greater frequency of gynecological disorders existing to-day. It can not be explained merely upon the theory that our knowledge of these difficulties is greater than it formerly was. Had there been the degree of gynecological difficulties existing fifty years ago that exist to-day our knowledge of them would have developed and met the demand. The truth is there is a real and modern demand for gynecological interference and this demand has arisen partly at least from some impropriety or group of improprieties in the management of the girl during her pubescent period.

It is not only the girl who suffers; the boy suffers also. The mere fact that he does not have a mark of pubescence, like menstruation in the girl, does not make his pubescence any the less important or dangerous than that of the girl. It is quite true he does not so frequently develop anemia as the girl, but he is no less liable than she to the mental changes which occur at this period. Insanity develops not uncommonly following pubescence—at least, has its origin in some such condition as this and is quite as common in the boy as in the girl. Minor mental vagaries at this period are common in both sexes. In this connection attention must be directed to the disease epilepsy, one of the most horrible to which the human being is subjected, and epilepsy not infrequently finds its origin in troubles at this time. The matter may be expressed in this way: Force which should be given to the growing reproductive organs and to the growing brain is diverted from them by excessive exercise, either of the physical or the mental type—for exercise of either type requires force and it is immaterial whether the exercise be physical or mental or both, if it be

excessive. In consequence of this diversion of force, both the reproductive organs and the brain suffer.

To summarize: There are three well-marked, critical periods in the life of the child—infancy, with the gastro-enteric tract as the place of least resistance, and with numerous nutritional disorders; the fatigue-period, with the heart threatened; the period of puberty, with danger to the reproductive organs and the brain.

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Our cook's little boy, Dan, was a favorite with all our family. He was quite an epicurean and his mother had some difficulty in getting him to eat quite a number of wholesome dishes. One evening after he and his mother had had one of these difficulties, Dan was found by my father leaning his head on his two chubby hands against one of the gate posts, gazing into the sky with a most serious expression. When anxiously questioned as to what was wrong, he replied: "O, nuffin; was only finkin of my little sister who has gone to heaven." As he is an only child my father questioned him further to bring out the thought back of his answer. At last Dan condescended to explain: "She was too good for this earth; she ate betatoes for breakfast and the Lord took her." He was between three and four years old when this happened. Perhaps you may be interested to know that when this story was told his mother, she dared to overlook the awful warning of her son, and still insisted on his eating wholesome food, and Dan is not yet numbered among the conquerors—or the angels.



A maiden of seven or eight, as she undressed and put to bed her numerous family of dolls, was overheard by an older brother giving the following stern reproof to one of its more giddy members: "Rose, Rose, it grieves me to have you seen with that young man, for he is very *dislocated*."

Some Phases of Child-Study in the Home.

A Study of the Imagination in Two Children.

PROF. JAMES says that an "emotional temperament on the one hand and a lively imagination for objects and circumstances on the other are the conditions, necessary and sufficient, for an abundant emotional life." Since it is now beyond dispute that imagination is the indispensable hand-maiden alike of the scientist, the inventor, the artist, the author and even of the carpenter and plumber; since it lies at the very foundation of every art and of all art; and since it is therefore important that it receive abundant cultivation, it has seemed to me especially interesting to note in my own children those instances wherein imagination has been most strongly shown. It may be just to state in advance, however, that to some extent religious ideas had been acquired from a devout servant girl to whom the children were warmly attached.

Charlotte, 2 years 8½ months.

Tossing and patting her doll, she says: "Mine dolly has colic, has colic now." Here we find that imitation has already joined with itself imagination, since she transfers to a doll the actual condition of her baby sister, apparently experiencing considerable solicitude for the sufferer.

The same trend of imagination is shown as she rocks her doll to sleep and croons:

"*Dear!* Charlotte's pretty dolly! Go sleep, Ayya! Lie still, Ayya! Charlotte rock Ayya sleep! No, no, don't cry! Ayya *must* go sleep! There! There! Mine baby go up mine shoulder! Mine baby drink milk! Rock-a-bye!"

Again as she alternately rocks and tosses up her doll she says:

"There, there, *dear* baby, don't cry! Hush-a-bye, baby, don't cry! Baby has colic now! How *big* Charlotte's baby! *Dear* baby-sister!" Here an additional pleasure seems to have lain in fancying that she herself held and tossed her sister.

2 years 9 months.

Charlotte has struck her baby-sister with her little broom. Mamma throws the broom under the bed. Charlotte accepts the inevitable, but sits down and sings mournfully to herself:

"Pretty Charlotte's pretty broom gone! Go sleep, broom! In the *morning*, in the *morning*, wake up! Now broom sleep!"

Tiptoeing herself softly about the room, she says: "Don't wake up Charlotte's two babies, mamma!"

3 years.

Finding her baby sister crying, and striving to quiet her, she says: "Who hurt you, my dear? I will kiss it for you if you want me to. I am going to a bear's house! All the bears and monkeys and big boos and pretty cows and horses and everything!—Did you like that pretty story? That is a pretty story!"

Here fancy has quickly pictured what she imagines may interest and divert the crying sister, and her offer to kiss the hurt shows that suggestion has often worked in her own mind, as mamma has kissed away the pain from her numerous bumps and hurts.

3 years 4 months.

Lying back upon the floor of a rowboat, looking up at the sky and listening to the rhythmic splash of the oars and the regular break of the bow against the waves, she says: "Mamma, your oars' slobbering is *singing*!" Here a lack of the proper word requires a choice of the only one which association furnishes, while imagination, apparently, has added tones to the rhythm heard.

At bedtime, Charlotte: "Mamma, sing me Peep-peep and Polly Flinders and Curly-locks and Rock-a-bye-baby."

Mamma: "Oh, you sing to me, Charlotte!"

Charlotte: "Well, what shall I sing? Shall I sing about the muddah is dead?"

Mamma: "Yes, sing that."

Charlotte: "Oh, dear me, the muddah is dead!"

Mamma: "Who taught you that song, Charlotte?"

Charlotte: "Oh, that was in my little heart, my little heart taught me that song." And the next night she sang the same refrain, saying: "That was in my little heart all day—that is my little heart-story. That means that I have not any muddah."

In this case, the fancied motherless condition, in which she had enjoyed considerable self-pity, had evidently given decided imaginative pleasure, wholly different from various experiences.

Speaking of, or perhaps seeing a picture of, a child-aunt of her own who had died at the age of nine years, before Charlotte herself was born, she insisted as follows: "I *did* see her once, mamma. God held my feet and I put my head out of the clouds. Mamma, does God hold *all* the babies' feet?"

Mamma: "I don't know, dear."

Charlotte: "No, I guess not; the big boys and girls hold them; *no*, the mans and womans does."

It was difficult at first to understand this fancy, but at last it occurred to me that the numerous Madonna pictures, surrounded by cherub choirs, which she saw, perhaps daily, coupled with the indefinite idea that she had lived in heaven herself before she came to earth, may together have given the perceptive material whence sprung this fancy. The chain of reasoning we need not consider under this head.

Mamma (to Charlotte in conversation): "Mamma's heart is so full of love for you, dear, that it is just running over."

Charlotte: "Does it run into my heart, mamma? Yes, I *feel* it running into my heart now." Here there seems to have been probably a visual picture of liquid running as from one dish to another.

(No record for seven months.)

4 years 2 months.

Charlotte, singing to herself:

"Oh, bye and bye, I'll get dead, and then my little arms will break off when I get to heaven, and God will make them into wings, and then I'll be alive, and God will say: 'Oh, bless the Lord!' and then, what next?" pausing—"Oh, a great *thunder*!"

Charlotte, on floor with her little sister, sings:

"Good morning, merry sunshine!" Speaking to sister: "You are *my* merry sunshine, Janet. You love God, don't you? For God and Christ are the *good-est mothers* in the whole country!"

Janet: "*I* want to go to Heaven."

Charlotte: "Well, God won't hurt you a bit. He *loves* you, dearie!"

In this case, imagination lost no time in seizing upon the conception of God and Christ which she felt would be most comprehensible to the two-year-old sister whom she was entertaining.

4 years 2½ months.

Charlotte, after saying her prayers, in a low tone: "Wait, I want to speak to God a minute." Then, in a whisper: "God, I've been a good girl to-day." Two weeks later the same thing occurs, but this time the whisper is: "God, Janet's been a naughty girl to-day."

4 years 3½ months.

Looking at photographs with mamma and apparently forgetting that only a picture is before her: "Oh, I want to hold that little baby Jesus in my arms!"

4 years 5 months.

Saying her prayers: "God bless papa and mamma and Charlotte and Janet and help Charlotte to be a good girl, and help Charlotte to teach Janet to be a good girl—oh, *no*, help Charlotte to teach Josie" (the beloved domestic whose religious ideas had influenced herself), "and Josie teach

papa and papa teach mamma and mamma teach Janet"—doubtfully—"Can you teach Janet, mamma?"

Mamma (modestly): "Well, dear, I can try."

Charlotte: "Well, then, I'll help you to teach Janet and"—praying again—"Mamma teach Janet and *Charlotte* teach Janet to be a good girl"—laughing. "That's just like stringing my beads, mamma, *and I tied a knot, too.*"

Mamma: "What was the knot, dear?"

Charlotte: "Oh, when I said Charlotte to teach Janet."

The childish confidence that she could teach all the rest of the family to do right finds excuse in the equally strong confidence in her own desire to do right. The comparison to a string of beads tied into a circle is a fair instance of imagination and a not inapt figure.

4 years $7\frac{1}{3}$ months.

Charlotte: "Mamma, did Dr. Dunn die in a far country?"

Mamma: "Yes."

Charlotte: "Mamma, I wish God would make another Dr. Dunn."

Mamma: "That is a good wish, dear."

Charlotte: "I guess I'll wish that up to God, if I can find a wishbone downstairs." Then, as an afterthought—"Mamma, God *can't* make so *many* people, can he?" Here the association through the word "wish" repeated brings together in imagination usually two things.

4 years 8 months.

Charlotte, saying her prayers: "And bless every earth and every ball. Mamma, isn't it a good, *kind* earth to hold up all the houses and trees and people? I *love* every earth and every ball."

A few days later, at same hour, she exclaimed, suddenly:

"Mamma, I don't like that prayer, 'Now I Lay Me!'"

"Why, dear?"

"Because it has *die* in it! I think that is an awful little prayer; if I should *die* before I wake!"

Mamma: "Well, dear, I think I don't like that prayer either, and we won't say it any more."

In this case, the real meaning of the prayer had apparently flashed upon her mind, and some picture of a possible sudden death had shocked her for a moment. Another member of my own family says that she never said that prayer without a shiver, and I recall similar experiences in my own case during the many years when I nightly repeated it. Hence, in this light and in the light of my child's aversion, I too am wholly of the opinion that that is an "awful little prayer."

(No record for 1 year and 7 months.)
6 years 2 months.

While driving with mamma in town, a thought of her beloved kitty left at home leads to the remark: "Oh, mamma, if my kitty should die, I *hope* my *blessed* kitty would go to Heaven! And then, mamma, some angel might keep her till I came up."

On awaking one morning, mamma calls Charlotte's attention to the bit of brilliant sunlight on the wall. Charlotte exclaims:

"Oh, the beautiful orange! I wish it would last all day! Mamma, when I go to Heaven, I mean to ask God to let me hold a little sunset in my hand. I think God will let all the angels in Heaven *choose* which they would rather have, a little sunset or a rainbow!"

Mamma: "And you will choose the sunset?"

Charlotte: "Yes."

(No record for a year.)
7 years 2 months.

At bedtime, when her younger sister asks to have "Nellie Gray" sung, Charlotte objects, as it "makes her too sad." So the old dinky song, sung the past two or three nights is henceforth omitted and lullabys less pathetic are selected instead. Here imaginary sorrows very unlike anything in her own experience cause decided distress through some remote association.

Less than a half-dozen cases are all I find recorded of the second child, showing possibly a less imaginative temperament in the second child. Certainly, however, multiplied cares on the mother's part have made all records few and far between.

Janet, 2 years 9 months.

Soliloquizing and enjoying a flight of imaginative anticipation: "*Josie* says when I'm *big* I can cut, and then I can put dough into pans and roll out a dough, and den she could let me do all sorts of things; and now I'm dest a little bit of a girl and I've only dest two and when I'm ten I'll be a big Charlotte, and I'm going to 'vite Jean Anderson and have a birthday."

3 years 6 months.

Janet at night repeats over and over to herself:

"The blood comes from the wing, poor, dying thing."

Mamma: "*What* was dying, Janet? The birds or the chickens?"

Janet: "Oh, that was about the flies! *I just thought of it.*"

(No entries for a year and a half.)

5 years 2 months.

Janet, bringing a book and showing mamma an uncolored picture of three cows drinking from a stream, in which they stand, under spreading trees:

Janet: "Oh, mamma, isn't this a *pretty* picture?"

Mamma: "Yes, dear, very."

Janet: "Don't you think *this* cow has a pretty face? Do *you* like this cow's face the best, mamma?"

Mamma: "Why, yes, I think I do."

Janet: "I like it the best, too. Oh, I like the *prettiness* of it!"

The same day, walking out of doors:

Janet: "Mamma, I love to look at the sky."

Mamma: "Why, Janet?"

Janet: "Oh, I love the prettiness of the blue and white," and a few moments later: "I love to look *far*, mamma, as far as I can on the road, because it looks *so far!*" Then, as

we came to water, brown pools, shining and still, she continued: "Mamma, I love to see pictures in the water better than the things themselves." "Why, Janet?" "Oh," with a puzzled air, "because it all looks so *brownish*." And perhaps many older ones of us would find it equally hard to give a reason for our own preference for the always perfect water pictures.

In Janet, also, imagination, as shown in a quick eye for resemblance of form, frequently leads her to say: "That stump looks like an elephant," and it certainly did; "That old tree looks just like a dog;" "That shadow looks just like an old woman with her hands stuck out!" And one could not deny that it looked exactly so. "What is that black thing over there on the wall, mamma?" "Oh, I thought it looked like this, or that."

To what extent the visualizing faculty or the imagination proper can be cultivated is not certainly known; but because originality and invention are the children of imagination, and because imagination cannot work in the mind whose walls possess no pictures, who shall withhold abundant food for the nourishing of this joy-giving faculty?

JEAN SHERWOOD RANKIN.

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Where I spent the summer of 1896 was a little maid of six. Hers was a bright, restless spirit, very hard to govern. Sometimes when all other methods of punishment failed, her mother would use the rod. One day, when I sat writing by an open window, I heard this little Ruth talking on the veranda. I looked out and saw her mildly whipping a chair, meanwhile holding her disengaged hand on her heart, while in a pained voice she said: "You know it grieves mamma to do this; it really hurts her more than it does you, dear," and much more in the same strain. During the two hours I sat where I could both hear and see this small imitator, she repeated the same scene three or four times.



JANEY.

JANEY was certainly Irish. There was no question about that. Every line in her stolid face spoke feelingly of the land from which she had emigrated after a brief stay of two short years. I remember the first time I saw the child and tried, as was my custom, to become acquainted, I had remarked to my friend, Dr. Lowrie, who was with me, "What a wooden child!" But on further acquaintance, Janey turned out to be any thing but wooden, and to-day I know of no child of three years, with as decided an individuality.

Like many another foolish pair, Janey's father and mother had come to this country with the hope of making money, and of making it speedily. In the capacity of physician or rather medical student, I began my acquaintance with the family, since which time, Mrs. Reilly has rejoiced in the possession of a "family doctor." That is how I came to know so much about them.

One of my earliest services to small Janey was to introduce to her a brand new baby brother. The occasion I shall never forget. We still call it "The Day of the Evolution of the Grin." Janey's face was a picture. She looked at the baby, then at the doctor, then at dad, and there slowly grew upon her stolid face the most ecstatic representation of a small Irish grin. Looking up, I saw it pass to dad's face and grow a hundredfold more pronounced. The baby caught a tiny reflection of it, and seeming to enjoy it, presently broadened it out into a soft, round, baby smile. But behind the smile lurked Janey's grin.

Just after Bobby's advent, Janey managed to catch the

measles. Janey is one of those children who make a point of catching everything. It took me some time to decide upon the fact. You see, being only a student, this was my first experience with measles. But when, for several days, small Janey persisted in keeping up an exceedingly blotched appearance, with a grin which daily grew more and more watery, measles finally dawned upon my untutored mind. I was as elated as if I had found a gold mine, and watched the rash disappear with the greatest reluctance. Great was the knowledge which I paraded to Mrs. Reilly on the subject of measles. The only trouble was that she was just as ready to imbibe knowledge from the neighbors as from myself, and at times we conflicted. I am always on the lookout for neighborly concoctions and many a tussle I have had with them.

"And you are giving Janey only what I told you, Mrs. Reilly?"

"Faith, doctor, and that's all, savin' a bit of the oil." In this apologetic way she would throw in the element in the treatment, obnoxious to me, a sworn homeopath.

"What oil, Mrs. Reilly? I ordered no oil."

"Sure, doctor, Mrs. Finnegan said as how Janey was feverish, and I ought to give her a dose just to clear her out, doctor."

Or: "What's this stuff, Mrs. Reilly?" "Sure, doctor, an' that's only a wee bit of Chamomile tea that Mrs. Flaherty told me Janey ought to take to bring out the rash. She says as how the rash strikes in sometimes and goes to the brain. Sure, her Mikey died with it on the brain."

"Good gracious, Mrs. Reilly, hasn't Janey rash enough as it is?" And then I would lay down the law and wonder if it were possible to make Mrs. Reilly understand how Chamomilla 200th potency, might conflict with Chamomile in crude form. But generally I consoled myself with the fact that most children got over measles, in spite of dosing, and perhaps Janey would be so good. In those days Mrs. Reilly firmly believed that Providence had raised up a doctor for

her special use, and sent for me, did Janey sneeze once more than usual.

Janey recovered from the measles, and almost immediately, in conjunction with the new baby, decided to have the mumps. Now the measles had added much to the floridity of Janey's already ruddy complexion, but it was left for the mumps to fully develop the grin. For Janey, you must know, was a good-natured child, and continued to smile in spite of the mumps. It was at the time of the mumps that the grin was framed. In what? In a piece of pork-fat, salt pork, tied about Janey's fatter neck, with red flannel. This I beg to observe, was again not included in my therapeutic treatment of the case. But I was growing resigned by this time.

But the most charming exhibition of that ecstatic little grin came one Christmas day.

Janey had no doll. A number had been given me for distribution among my poor, and I determined that small Janey should have her pick. So I sent word for her mother to bring her to my office, where she might choose for herself from an array of second-rate beauties. I had myself decided that a large-boned doll with mild yellow hair and a flaunting red dress would certainly take Janey's eye for color. The only trouble was its thigh had been broken and the cord which jointed it had shrunk, leaving that member fully two inches shorter than its fellow. But then it was such a big doll and its dress was so much brighter than the rest!

However, I stood the lot in a row. There was a rag-boy doll and a rag girl-doll, both very pretty, and several small but nicely dressed beauties. There was also a small doll dressed in plain white baby clothes, by far the prettiest, though the simplest. I watched Janey closely as her eye traveled slowly, oh! so slowly over the row. It is a difficult matter for a child of two or three years to choose at all, but Janey never hesitated. When her eye caught sight of that little baby doll, her face slowly broadened out into that rich

grin of hers. It was not a smile. It was no quick flash, come and gone. It started in her eyes and, reaching her mouth, traveled outward till it seemed to touch her very ears and then—it stayed.

She made no move to take the baby her eyes had chosen, but pointing with her fat little forefinger, said: "I choose that dolly." Her mother evidently was disappointed. She expected her to choose the big one, but I motioned her to say nothing.

Then I said: "Wouldn't you rather have this big doll, with the red dress, Janey?" "She's sick," was her laconic response, her eyes still fixed on the baby. "But see, Janey, here's a big boy dolly." "That's a boy, that's not a dolly." No shadow of turning, I tried again. "Now be very sure, Janey. You know you can only have one. Take the dolly you want for your own."

And more quickly than I thought the child could move, she had grasped the baby doll, and was hugging it in her arms, while the ecstatic smile grew more ecstatic still as she flew to her mother. "That's *my* dolly!" was all she said, but it was enough. There was no question of choice.

I have tried to foresee the effect of that grin on Janey's features. I can see her, a tiny little housemaid, moving about her work, not singing—she is not given to expression—but just beaming. And by and by she will be a cook or a waitress, and she will do her work in her own quiet way, and her mistress will praise her once in a while, and Janey will smile her broad smile and be content.

And then, some day, an observant young Irishman will come along, and he will bask under that broad, contented smile; and mayhap Janey's mental eye, traveling slowly over a number of would-be husbands, will rest contentedly on this one, and she will say: "I choose this man;" and no power on earth will cause her to waver. This is what I foresee. Just now she has the chicken-pox.

ELIZABETH JARRETT, M. D.,

159 W. 48th St., New York City.



The Quiet Child.

THESE two words do not go well together. It sounds like "black-white" or "red-yellow." In fact, a quiet child seems to lack those very qualities which constitute a child—love of noise and boisterous play. Quiet children are desired by many parents and held up before their own noisy youngsters as ideals to be followed. But here again our ideals of children would not make an ideal child, and the child, following the upward path the race has trod, lives out from inner necessity a better ideal.

The ordinary child of four or five is almost always in motion. Nothing interests him long. He loves to run for the sake of running, although he is in no hurry. He shifts his position and wriggles about, if he is sitting down. Whether or not this is a rudimentary trace of an animal stage that has been left behind, it is certainly true that the constitution of the nervous system requires the child to be active. Nerve-cells are constantly being built up to the point of discharge and find expression only in physical movement. As the child grows older brain areas become better connected and the surplus of the cells is used up in mental activity, so that physical restlessness is no longer necessary. This first stage is necessary to the child because it gives the physical basis to future culture.

There are many varieties of quiet children, and all of them are more or less anomalous. Everyone must be aware that there are great differences in the activity of children. In pedometer records, which I have taken, I find that, while one child of six years old will go from ten to fifteen miles

right along in his daily play, another child will only go four or five. Different children seem to come into the world with a very different store of energy. Just as one animal will grow fat on a quantity of food on which another would remain lean, because the digestive apparatus of the one is better fitted to utilize the substance of the food, so different children seem to have the capacity of storing up very different amounts of energy. Perhaps right here the future greatness or littleness of the individual is determined. If nature has granted him a large enough store of energy, almost anything is possible; but, if not, then his life will be lived within narrow limits. Perhaps we should not attribute much more praise or blame to the industry of one individual and laziness of another than we do to the plumpness of one and the leanness of another. We see these differences from the first years of life. Economy of force must be the secret of progress for one so constituted. An extreme case of this type is found in the dull scholar at school. He sits motionless most of the time, his eyes look heavy and dull, his movements and apprehensions are very slow. He is not sick and yet it has always seemed to me that there was something physically wrong with such a child and the doctor should be consulted.

There is another sort of quiet child who is precocious. The quietness seems merely to show the child has passed through the animal stage quickly and gained a higher level. These children usually love to look at pictures and read, when they are old enough. They will play quietly by themselves for hours and often have imaginary companions. They are thoughtful and rather self-conscious usually—choose older companions. They are bright and studious in school. I choose from my papers a record of such a child. "Mary, 6 years old, is one of the most quiet children I know. Her movements are gentle and slow and her voice is low and sweet. She seldom speaks or plays with other children, but is quite content to play with her dolls and by herself. She is always moving about doing

something in her own quiet way. Often, while she is playing, she will sing softly to herself. I think we should all love this little girl, if we could get acquainted with her. Such children are apt to make men and women of ability."

But, where the quietness is very marked, we may usually conclude there is some undue leakage of force somewhere. In reports of over 100 quiet children in my possession, of the 66, where health was mentioned, it is said to be good in 44 cases and poor in 22, a very large proportion, while a larger proportion of them are undersized and very timid. This would seem to indicate that in a large number of cases the cause of the quietness was disease or delicacy of constitution. Play is the expression of the surplus of energy above that necessary for the performing of life's regular tasks. These children are usually timid, sensitive, self-conscious, often thoughtful. They need, most of all, careful attention to their health. They often get moody and are frequently spoken of as sad. Parents and teachers should be very gentle with such children. They are easily injured by overwork, and a mild reproof will often be as severe a punishment to one of these sensitive natures as a hard whipping to another child. Take the case of the little girl of five reported here.

"She never plays with other children; if spoken to her face flushes instantly; her hands clasp and unclasp; she will not speak above a whisper." Low vitality is probably the cause of her timidity, and a low vitality and timidity together are the cause of her quietness.

There is another type of quiet child, who seems to be so from mere rapidity of growth. But the saddest type of a quiet child is the one who becomes so from overwork, or lack of amusements; not a very great rarity in the country, where farm work is mostly to blame; not a very great rarity in the city, either, I fear, [where too much study is mostly to blame. Is there not very great danger of our making all the children too quiet by too much school work and that we will crowd the spontaneity

out of childhood? There are very few educators who seem to realize the very great evils which come from excessive work for children; how growth may be checked and vital capacity and resistance lowered by using for educational purposes too much of the energy which should go to build up the physique.

H. S. CURTIS.

Olivet, Mich.



A FOND MOTHER'S SUCCESS.

"Willie!"

"What do you want?"

"I want you to get right up!"

"All right," says Willie, and turns over for another nap, says the *New York Telegraph*. Half an hour passes and then—

"Willie!"

"Y-a-a-a-s," yawningly.

"I want you to get right up!"

"Y-a-a-a-s."

Fifteen minutes later.

"You, Willie!"

"Well?"

"You going to get up to-day?"

"Yes."

"Well, be about it, then. You march yourself right down here."

Twenty minutes elapse.

"Willie! ! !"

"What do you want?"

"If you ain't up in five minutes I'll come up there and rout you out in short order! You mind that!"

"I'm a-coming."

"You'd better, sir, if you know what's good for you."

Fifteen minutes later.

"Willie! If you're not out of there in ten minutes I'll house you with cold water, see if I don't! Get right up!"

Willie comes down half an hour later and the triumphant mother says:

"Aha! young man, I thought I'd rout you out! You may just as well understand first as last that when I speak you have to mind. Remember that!"

Needful Discipline.

LET every child be himself as far forth as he can. Says President G. Stanley Hall: "Many people suppose that the tadpole's tail drops off when the animal changes into a frog; but not so. The tail is absorbed into the new body. If its tail is cut off, the tadpole never develops, never leaves the water; its legs do not develop then. This is my text: Don't cut off the tadpole's tail. Don't repress the natural instincts of children."

Yet, while the child should be encouraged to be himself, he should likewise be carefully watched and all tendencies towards evil firmly repressed. How beautifully is this truth brought out by this parable from Hanle:

"A gardener planted, by the garden wall, a little tree of a remarkably fine kind.

"As it every year grew stronger, it threw out strong shoots.

"But every spring and every summer the gardener cut off many of these.

"They were waste wood, he said, that injured the valuable branches, taking the sap away from them and keeping them in the shade.

"The children wondered at his doing so, and could not understand it.

"But after a few years the little tree bore its fruit, which tasted excellently to the children.

"But the gardener still continued to prune it.

"The little tree is a child.

"The gardener is his father, his teacher.

"Children are endowed with good gifts and noble impulses.

"But these easily degenerate, and destroy what is good, both in body and soul.

"Therefore must parents and teachers continually direct the child, teach him, blame him, even discipline him.

Thus will grow up at last a lovely youth, and a useful man or a good daughter."

How much truth is there in this quotation from "Emile": "Be judicious, watch nature long, and observe your pupil carefully before you say a word to him. At first leave the germ of his character free to disclose itself. Repress it as little as possible, so that you may the better see all there is to it."

But we may add that when we do see all there is to a child's character, we should then begin to attend to the pruning of all that is evil.

It is well to keep a mental catalogue of each child's shortcomings, to help him to overcome them, to remove from him all temptation along the lines where he may be most apt to fall and above all things to carefully pray that he may be kept from his little besetting sins. It is also all important to learn the cause of his failings—to see if they are not the result of heredity or home surroundings, or of undesirable associates. Only thus can they be successfully dealt with.

ALICE MAY DOUGLAS.

Bath, Me.

HOW SHE WALKED.

A lady teacher in one of the public schools in trying to explain the meaning of the word "slowly," illustrated it by walking across the floor. Then she asked the class to tell her how she walked. She nearly fainted when a boy at the foot of the class shouted; "Bow-legged, ma'am!"

It is not good economy to allow \$400,000,000 worth of school property in the United States to stand idle a fourth of the year.—*Edwin C. Hewitt.*

Study of the Child's Moral Nature.

IN this study, so important to both teachers and parents, do we not devote too much thought to the physical conditions of the child? Should we not dwell on those things which underlie the physical conditions?

For authority on psychological as well as on other subjects which determine the vital questions of life, we can certainly do no better than to refer to that Great Teacher from whom most of our truths have been learned.

In speaking of bodily comforts, he said: "Seek ye the kingdom of God, and all these things shall be added unto you."

Though this is so familiar to us all, how often we forget it! That is, do we appreciate the fact, and live from the hypothesis that *man* is *spirit*, and that he *has* a body with which to manifest God. If, then, man is spirit (the image of God,) he (the ego) must be perfect. He is limited only in his *consciousness* of perfection. If we appreciate this, how much more rapidly we grow in our consciousness!

"As a man thinketh, so is he." In this Solomon spoke far in advance of his time. Everyone to-day knows that ideals held in the mind undoubtedly help to influence the character, but it is not everyone who appreciates that a "man is the sum of his ideas," and that every thought he entertains becomes a part of himself. Everyone who does *know* this carefully selects his thoughts and entertains those only which will be most helpful to him. Paul knew this when he said to the Philippians: "Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be

any virtue, and if there be any praise, think on these things."

If parents and teachers hold definite and high ideals on all questions of life, how much better fitted will they be to educate those children with whom they come in contact!

Each one of those children is spirit; a creation and child of God; made in his image and likeness; containing all the attributes of God, as a drop of water contains all the attributes of the ocean. He is therefore perfect in love, joy, peace, patience, temperance, faith and charity. Health, harmony, happiness, and heaven may be his, here and now. He is unlimited except in consciousness.

Is it not, then, our highest responsibility, as educators, to develop in each child the consciousness of the divinity within him — to teach him that "the kingdom of heaven is within;" that "in God he lives and moves and has his being;" that "to him that believeth, all things are possible;" that his life is a life of the spirit, and that his body is an instrument with which he is to manifest God?

If *we* live according to these ideas, and if we, with absolute faith, instill them into our children, surely God's kingdom will come and his will be done on earth as it is in heaven.

Is not this the end and aim of education?

AGNES WILEY.

Colorado Springs, Col.



HOW TO KEEP A BABY QUIET.

I went to see a woman who has a young son—a very young son: I think he's not much over a year old, in fact. He's the noisiest little fellow I ever saw, but this morning he kept still so long that the mother and I rushed into the nursery to see what the nurse had done to him. She had simply found a way to keep him out of mischief. He had little bits of raw cotton stuck to his hands with molasses, and he was trying to pick them off. He was too busy to cry, and for the first time since I have known him he was absolutely quiet for a quarter of an hour.—*Washington Post*.



Editorial

WE TAKE great pleasure in presenting our readers with an excellent portrait of Dr. W. S. Christopher, who contributes the leading article this month. Many of our readers are already familiar with Dr. Christopher and his work, some having heard him speak at the congresses of the Illinois Society for Child-Study and at the Illinois State Teachers' Association, while others have read his interesting contributions in some of the earlier numbers of *THE CHILD-STUDY MONTHLY*.

Dr. Christopher is one of the few medical men who have taken a profound interest, not only in the methods to be employed in the education of children, but also in the children themselves—that is, the raw material that is presented to the teacher to form and fashion into higher types of citizenship; and this, too, with a clear conception of the duties of the citizen who should be the best developed possible being—physically, mentally, morally—and he has done this with an understanding of the methods to be made use of in attaining this degree of development for our children. He has always maintained that there must be a better knowledge of the child himself; that we must know the conditions of physical growth in the child, as well as the factors that are potent in deepening and broadening his mental growth; in other words, that we must make our understanding of all conditions and factors of growth so clear that we may be best able to do the most possible for each and every child that knocks at our school-room door.

Born on March 14, 1859, Dr. Christopher is still a young man, possessing a vigor, an intelligent enthusiasm and an un-

limited capacity for work which he has carried on with such zeal and such zest that can but evoke the highest admiration. He was graduated from the Medical College of Ohio in 1883 and served as an Interne in the Cincinnati Hospital 1882-1883. In 1883 he became assistant in the Children's Clinic of the Medical College of Ohio, which position he filled so satisfactorily for seven years. He was also Demonstrator of Chemistry in the Medical College of Ohio from 1884 to 1890. In 1890 he removed from Ohio to Ann Arbor, Michigan, having been appointed lecturer on Theory and Practice in Medicine in the University of Michigan. This position he gave up at the end of a year in order to enter upon the active practice of his specialty, namely, Pediatrics or Diseases of Children. While Demonstrator of Chemistry at the Medical College of Ohio his work partook largely of investigation along those lines of physiological chemistry that enter into direct relation with the consideration of such interesting problems as Malnutrition, Starvation Neurosis and the like. This not only gave his work the firmest possible basis but also characterized it so definitely that he has ever since been renowned as an authority on all questions pertaining to Nutritional Disorders.

Ever since 1891 Dr. Christopher has been located in Chicago. In this same year (1891) he was appointed Professor of Diseases of Children in the Chicago Polyclinic, which position he still holds. He has also been Professor of Pediatrics in the College of Physicians and Surgeons ever since 1892. As a lecturer before his classes he is extremely interesting and instructive, for he possesses, in a rare degree, the *gift to teach*. Not only does the writer testify to this from his own experience, but his testimony is corroborated by the united verdict of every student who has had the joy of being a member of one of his classes.

While his class-room lectures and clinics, together with his large and growing practice, keep him extremely busy, Dr. Christopher has stolen from what should have been hours of recreation and rest enough time to write several

papers of recognized merit. Among the most valuable are these: "Ovulation During Pregnancy," "Ptomaines," "Food Disorders of the Bowels," "Summer Complaint and Infant Feeding," "Superdigestion," "Starvation Neurosis," "Pathogenesis of Bronchitis," "Pediatrics as a Specialty," "Treatment of Summer Complaint" (1889), "Infant Feeding" (1888), "Malnutrition," "So-Called Intestinal Digestion," "Nutritional Element in the Causation of Neurosis" (1894) and "Factors Essential to Complete Diagnosis" (1897).

The paper by Dr. Christopher on "Ptomaines" was written in 1887, and though a pioneer study, being the first work done on this subject in this country, it was the result of such thorough investigation and research that his position in regard to these minute alkaloid bodies has been demonstrated as correct, especially in reference to the processes of fermentation in the bowels. He has always paid much attention to the question of the relation of food to the production of disease and the maintenance of health, and for the past five years he has limited his medical work exclusively to children—one of the most fascinating specialties in modern medicine.

Dr. Christopher is a member of the American Pediatric Society and is a collaborator on the "Archives of Pediatrics." He is also ex-chairman of the Section of Diseases of Children of the American Medical Association. In connection with assuming the position of chairman of this Section he delivered an inaugural paper on "Pediatrics as a Specialty."

No address given at any meeting of the Illinois State Teachers' Association was ever more interesting or more instructive than the one by Dr. Christopher in holiday week—1895, on "The Nutritional Element in the Causation of Neuroses." This was delivered before the Child-Study Section and its influence has been felt far and wide and has been led to many direct efforts to provide against the evil effects of Malnutrition. In May, 1896, he also gave an address be-

fore the Illinois Society for Child-Study that was one of the noteworthy features of that epoch-making Child-Study Congress, held at Cook County Normal School and attended by many hundreds of people. The subject of this address which evoked so much favorable comment and was so thoroughly suggestive was "The Great Influence of the Environmental Factor on the Development of the Human Species." At the Child-Study Congress last May he gave in the Schiller Theater a lecture on "Pubescence" that has been frequently repeated since, by request, before several Child-Study audiences.

In a recent address State Superintendent Sabin of Iowa spoke upon the topic: "The Doctor and the School." This address was so full of practical suggestions that it has been copied, in whole or in part, into every educational journal of prominence in our country, and has been incorporated into various state educational documents. The chief thought of the speaker in this address before an audience consisting chiefly of medical men, was the appalling need of some sort of medical supervision of our schools and on this account he made appeal to medical men to interest themselves in bringing into existence such conditions in our schools that will make for, rather than against the child's health. No man is better equipped to voice the needs of the public school than the veteran Henry Sabin of Iowa. That there is need of an increasingly intelligent interest, on the part of medical men, in our schools is indisputable. If every school could list among its patrons one such public-spirited, large-hearted, deep-chested physician as Dr. Christopher, there would be no need of the question—can school children be healthy?—so frequently asked by the anxious parent.

Physicians of Dr. Christopher's intelligent enthusiasm in behalf of the prevention of disease and the maintenance of health in children are far too few in this country. Men of his broadmindedness, his genial spirit of helpfulness, his devotion to the worthy cause of alleviating physical suffer-

ing that leads to the physical, mental and moral deterioration of the children of to-day, who are to become the men and women of to-morrow, are too rare in all countries.

W. O. K.

**Patrons'
Day.**

A VERY effective measure for securing the interest of parents in Child-Study, and therefore in the schools, is the institution coming to be known as Patrons' Day. It brings parents and teachers together and goes a long way toward bridging the unnecessary gap that frequently obtains between home and school. The subjoined program of the observance of such an event at Flora, Ill., is an example of how interesting and significant such a day can be made. Superintendent J. L. Hughes of the Flora Public Schools deserves much credit for the judicious foresight and great wisdom in instituting such a gala day as the one recently celebrated in his city on November 5—a memorable one no doubt to both the patrons and teachers.

"Recent School Legislation," F. D. Harwood, Teacher; "Teaching Respect and Patriotism," Miss Etta Godeke, Teacher; "Value of Reading," Miss Bessie Campbell, Teacher; "Home Reading," County Superintendent T. B. Greenlaw; "Diseases of Children," Dr. E. C. Park, Sr., Patron; "Clothing for Children," Mrs. Geo. J. Price, Patron; "Children's Rights," Miss Grace Hundley, Teacher; "Current Events," A. H. Reed, Editor *Journal*; "Children's Interests," Miss Emma Shadwell, Teacher; "The High School as a Factor in Education," P. S. Stevenson, H. S. Principal; "Sociability," Miss Nora Covington, Teacher; "Home and School Hygiene," Dr. W. F. Fairchild, Member Board of Education; "Food for Children," Mrs. J. B. McFarland, Patron; "Influence of the Mother in the School," Mrs. Julia Pearce, Patron; "For the Good of the School," Judge Hoff, President Board of Education; "Periods of Growth," Dr. N. W. Bowman, Patron; "Children's Fears," Miss Margaret Anderson, Teacher; "Knowing and Doing the Right," Rev. John Griffin, Pastor First Presbyterian Church; "Bad Habits," Mrs. Carrie Hayward, Patron; "Child Study," J. L. Hughes, Superintendent Public Schools.

On another page will be found the splendid programme of the forty-fourth annual meeting of the Illinois State Teachers' Association. No better programme has ever been offered, even in recent years, since it has become the rule to make each one better than the last. In this connection we are moved to remark that the association has never had a more energetic, indefatigable, versatile or useful member than the retiring chairman of the executive committee, Superintendent A. V. Greenman, of Aurora, and it is entirely in accordance with the fitness of things that his name should be coupled with the highest honor of the association. Should the fates—and the nominating committee—so order, there will not be a dissenting voice in all Illinois.



In one of our small towns, some years since, an attempt was made to create interest in the cause of temperance. A hall was hired for Sunday afternoons, eminent speakers secured, and as an added attraction the local band played lively airs before the service; a boy of three, whose home was in a large city where he frequently heard the street-organ grinder, with the accompanying monkey, attending these services, jumped from his seat after hearing a few of the supposedly familiar strains and began peering in front and to each side of the platform, saying in reply to his mother's query as to what he was looking for: "Where's the monkey?"



Another three-year-old boy, asked his uncle "if Sunday was not a strong day, because the other days were week days?"



H. Rider Haggard, the novelist, was a pupil in Ipswich school and is described as a tall, lank youth, with a thick crop of unkempt hair, sharp features, prominent nose, and eyes which had rather a wild look about them. In his classes he never took a high place, and both his school-mates and his masters looked on him as a rather stupid boy.



The Educational Current.

The
"Hoodlum."

IT is doubtful whether it is wise to leave the teacher longer to deal unaided with that new development of our civilization, the "hoodlum." As yet even the existence of such a species seems not to have been recognized, except individually. School boards, officially, seem unaware of his existence; city and village councils seem equally in the dark; very much denser, if that be possible, is the ignorance of the state. True, a few towns (no cities, so far as is known) have passed and with varying results tried to enforce "curfew laws," but this is in the nature of platoon-firing, not a drawn bead on a specific enemy. As might have been foreseen, it has resulted in a great waste of ammunition, a loss of regard for the marksmen, and no considerable number of dead.

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The hoodlum seems to be a product of the smaller cities and villages almost entirely. In his type-form he is seldom or never found in country districts; in the city he is a criminal—something which the true village hoodlum rarely is except in a petty way. If he were, the problem would be simpler, for society has a fairly successful way of treating criminality, but as yet no method has been devised to handle those who are simply dead to the nobler and finer feelings of humanity that does not either leave them unchanged or change them for the worse. The hoodlum quite easily changes into the tramp or the criminal; if not the former it is usually because he finds his support in the parental industry, and if not the latter, because in the restricted environment of the village he finds no criminal

associates. One characteristic, however, he has with him always—he is absolutely unable to do well any kind of continuous, honest labor. He is always a loafer and a parasite.



Besides being a loafer he has other characteristics which are interesting to the educator and sociologist. As exemplified in him the American sense of humor shows in its grossest form. Whatever is vulgar, sad, or piteous to a decently trained intelligence is to him cause for boisterous laughter. He desires to be amused, and having laughed desires above all things to laugh again. Not long ago a group of them was seen gathered about a drunken man, hooting at his efforts to walk, laughing loudly when he fell, the drunken man by far the most dignified and well-conducted of the group. In school, as every teacher knows, the hoodlum studies only enough to escape the penalties of not studying at all. He is quite unaffected by any passion for knowledge, by any desire to be other than he is. A large part of his time is given to repeating silly performances devised by others, for he seldom originates even a crude joke; it is easier to borrow old ones, and to him they are quite as funny. His intelligence, while often seemingly quick, is really flabby, slow and incapable of logical continuity. He is not sensitive and is enormously self-complacent. Finally he is as nearly perfect in selfishness as it is possible to become.



As to the hoodlum's *raison d'être* one might easily make errors. However, it would seem that such a widespread phenomenon must be traceable to general causes; causes far from being local or temporary in their nature. It is not pleasant to think that tendencies of this kind are operative in our civilization, but the inference can not be avoided. Moreover, still more disquieting as it is, certain facts make it appear that hoodlumism is a late flower of our national tree, and that the full fruition is still to be completed. Like the tramp, thirty years ago the hoodlum was unknown, *as he*

still is west of the Rocky Mountains. What the garnered harvest shall be one would rather not guess.



Even a brief consideration of the hoodlum indicates the following influences, aside from his heredity, as operative in his development:

1. Lack of home responsibilities.
2. An unhealthful freedom to do as he pleases.
3. A precocious acquaintance with street-life.
4. The natural desire for amusement, taken in connection with the three forces preceding.

The curfew laws, even if enforced, touch directly but one of these; the last-named is a perfectly natural and healthful tendency, if kept within limits, and these limits, to be themselves healthful, should spring naturally from the life of the individual. As to the first element named, it may be confidently asserted that the most serious loss which life in the towns brings with it is the loss of the old farm "chores." If it be true that men rise to meet their responsibilities, then it is a logical deduction that children should also be required to bear responsibilities suited to their years, and some of these should be home duties which are regular in their demands. The third element named is a dangerous one to discuss. The whole of our present educational tendency is toward greater freedom in the home as well as in the school. No one has ever been so free as the American child of to-day—certainly not the American man, who is a slave in comparison. No one can quarrel with this so long as the freedom does not degenerate into license, as one cannot deny that it sometimes does. A perfectly natural development is by far the best, provided only that it be on right lines; *but if it be not*, shall we still insist upon allowing the child to follow his own tendencies to their logical conclusion? There never yet was a nation whose adult citizens could be trusted to do the right thing always. Always there are some who need to be restricted in their actions or punished for their misdeeds by the justice of the law. If

this be true of the adult, how much more true of the child, as it largely recapitulates in its own development the struggle of our race upward through savagery and barbarism to civilization! If it is of moral value to certain types of men to learn that there are some standards of conduct not to be disobeyed without disagreeable penalties, it would seem within the range of probability that some children might also be benefited by the same kind of knowledge similarly learned, if it cannot be imparted in any other way, the sentimentalists to the contrary notwithstanding.

E. L. S.



**Progress of the
New University.**

ALL sorts and conditions of men are included in the 10,000 applicants for membership in the Cosmopolitan University. About one-third are classed as "business men." Mechanics come next, being about 12½ percent, while a little more than 10 percent are teachers. Among the remainder are doctors of divinity, lawyers, physicians, dentists and laborers. More than 20 percent are college graduates and over 25 percent high-school graduates. Dr. Eliphalet Mott Potter, for twenty-five years a distinguished college president, is directing the organization. This latest experiment in education by correspondence will be observed with interest.



**Normal Schools as a
Professional Force.**

THE *Journal of Education* of Oct. 14, in a rather striking editorial, the purpose of which is to direct attention to the answer the normal schools are giving to the attempts to discount their professional force, uses the Illinois Normal for an illustration in a manner as creditable to the discrimination of that journal as it is honorable to the state. "The Illinois Normal is probably at the head of the list," says the *Journal*, "in 'professionalizing' the profession." The evidence is summarized by calling the roll: James, De Garmo, Wilkinson, the McMurrys, Van Liew, O'Shea and Galbreath. These men are

distinctly the fruit of the spirit and power of the institution, all widely known, all good thinkers, good writers, men of personal influence, and four of them have part of their reward in the form of four of the best professional "plums" of the year. The Illinois Normal is well characterized by the *Journal of Education* as an institution which "has attracted comparatively little attention to itself, none whatever through its own pretensions, while it has been doing its work." Edwards, Hewitt and Cook are alike worthy of the high praise bestowed upon them. None of them ever owned a brass band. The article would have been complete had it contained a list of names like Gastman's and Walker's—men who have distinguished themselves by recognizing the "beautiful fighting all along the line," and have not yet had time to make a report or write a book. There are several score of them, and they are usually characterized—like the *alma mater*—by lack of "pretense" and a distinct tendency to keep right on "sawing wood."

Leave Something
for the Grammar
Grades.

WERE I to be responsible for a child's arithmetical attainments at fourteen, I should insist that his training in numbers the first three years of school be made as natural and simple as possible and kept largely free from attempts at insights into abstract relations and premature efforts at analytical and logical reasoning, and I should strongly hope that he might be permitted to reach the third school-year unhampered by such logical terminology as "because," "whence," "hence" and "therefore." If my pupil, at the close of the third school-year, could add, subtract, multiply and divide simple numbers (expressed, say, by one to five figures) *with facility and accuracy*, I would confidently guarantee his future progress and attainments in arithmetic. Were I to be personally his teacher in grammar grades, I should be delighted to find a few processes, principles and applications out of which the juice had not been sucked in the lower grades.—*Dr. E. E. White, in Intelligence.*

**Less "Grandmother"
and More Hard
Work.**

“THE method of impressing facts upon the mind so as to call for the least possible effort on the part of the learner is pursued from the chart-class to the high-school, until, when the time comes that the large area to be covered renders this impracticable and the responsibility is thrown upon the pupil instead of upon the teacher, the effort in accomplishment appears out of all proportion to the results secured.

“This effort to make school-work captivating, and this disposition to judge a teacher's success by his ability to attract pupils to the school, is disastrous to the best mental development of the child. It takes the dignity out of the work for the pupil. The desirability of education diminishes in the estimation of the child. When he reaches the high-school he considers the few dollars that he can get for a 'job' of more value than the high-school education. More hard work in the under grades and less 'grandmother' discipline would swell our graduating classes. When these children have left the school and have become the reading public and the listening public, the writer and the speaker must still continue to 'entertain,' to provide the 'bright' and 'unique' and cover over their instruction with the same grade of sugar-coating that the school-teacher used to smear over the morsels of knowledge.”—From “*Evolution of Dodd's Sister*,” by Charlotte Whitney Eastman.



**An Experiment in
Manual Training.**

THE educational value of manual training is accepted by many who do not see how it can be profitably carried out without an “appropriation” and a special teacher. The following is an extract from an article in the *New England Journal of Education* (Sept. 30) by Howard W. Dickinson, showing how it was managed at Smith Academy, and how, it would seem, it might be managed in any small high-school. Mr. Dickinson says:

"We took as our guide Mr. Kilbon's excellent little book, 'Elementary Woodwork.'

"We bought two double benches, three feet by four and one-half and thirty-four inches high, each bench provided with vices and stops. This provided working-room for four boys at a time. We also bought four sets of tools, in each set a cutting-off saw, a rip saw, a jack plane, a block plane, a bit brace and three bits, three chisels, a gauge, a small try square, a hammer and a brad set. For general use we bought two smooth planes, a long-jointed plane, some clamps, a drawing-knife, two nail sets, a grindstone and two oilstoves. The whole outlay for this equipment was about sixty dollars.

"We fitted up a basement room and went to work. As our schooltime was full, we had our manual-training classes during the noon hour twice a week and after school twice. Lately we have taken a regular school period.

"Sixteen boys in four divisions have taken the work, and as each boy is taxed \$1.00, the fund thus raised has been amply sufficient to purchase lumber, sharpen tools, etc.

"Most of the year we followed the course nearly as it is laid out in Mr. Kilbon's book, the directions being put on the blackboard and the teacher being at hand to give needed directions and assistance. The last two months are given to the boys to make articles for themselves or for their homes. At the end of last year we had an exhibition of these articles, tables, bookcases and writing desks, and they made a very creditable showing and excited a great deal of favorable comment.

"The teacher had no preparation, except the small amount of mechanical skill which most able-bodied men possess, and the experience which some little 'pottering' with tools had given him. The text-book directions are complete and easily followed.

"We can see many good results from our course in woodwork. It gives the boys self-reliance, teaches them to be practical, exact and economical, and keeps them interested

in their school-work. Some boys who do not excel in other lines of school-work do excel in this, and it encourages them to find something which they can do as well as the rest.

"Our work has meant some little sacrifice of time and energy, but trustees and teachers feel more than repaid in the good we are sure it is accomplishing."



**Watt's Latest
New Thing.**

PRINCIPAL W. E. Watt, of the Graham School, Chicago, is always up to something, generally something new, or at least a new variation of something old. If it is not a brass band, or a series of patriotic lectures, or an entirely unique new magazine, it is something else. Indeed, the next thing is always something else with him. His latest, or what was his latest when these lines were written, was a public-school exhibit of culinary products. Muffins, buns, doughnuts, cakes, pies, and even bread, were placed on exhibition and awards made according to the degree of excellence. The boys were mixed up in it as actively as the girls. There are those who will see little that is "educational" in all this and "there are others." The latter will see another mode of correlating the school and the home, as well as an opportunity, to some who may be "short" in some of the regular branches, to show their superiority in other lines quite as intellectual.



**From the Kindergarten
to the First Grade.**

THE primary school is necessarily more formal than the kindergarten. It deals with larger classes of children at a more mature age, necessitates a greater self-control and depends upon class-instruction. There is no reason, however, why any primary schoolroom should be less sunny, less cheerful, less serene, less natural than the kindergarten. The day of the schoolroom tone and the arbitrary and mechanical discipline has passed away as far

as our ideals are concerned. The spirit and purpose of the kindergarten obtain in our best primary schools and must soon control all our schools. But we have not yet learned how such freedom of movement and of speech can be compatible with order, self-control and class instruction, nor how far attention to individuals may be emphasized to the advantage of the school as a whole. Therefore, in many schoolrooms the child from the kindergarten meets restriction and formal routine to which he has been unaccustomed, and the teacher is disturbed because he does not readily yield to the new environment. In some schoolrooms the problem has been solved. The children work in groups about the sand-table or play-table, speak together in a quiet way when necessary, enter and leave the room as naturally as at home and move in the schoolroom as freely as in the parlor. "The old order changeth, yielding place to new." In the near future we shall learn that freedom and order are not incompatible, that license is not freedom, that order is not repression. The advent of that day will be hastened by lessening the numbers which necessitate a more formal routine in our public schools.—*Sarah Louise Arnold, in Kindergarten Review for November, 1897.*



**Child-Study and
Freedom of the Will.**

THE range for child-study in this field of the activity of the moral will, or duty, is very wide. Intelligence and heart to see and understand the right are essential to the highest order of moral life. The chief or central element in a moral will is the sense of individual responsibility. The feeling of responsibility would hardly arise except in relation to others. This field of the activity of the human will is called institutional life. It is here that altruistic virtues are cultivated. Child-study, when it fairly settles into the harness for effective work, will show whether or not there is an arrested development of the moral will in those schools in which the teacher's power to entertain or to re-

press is the quality most valued. It will point out the deadly sins committed against the child in the name of interest on one hand and in the name of discipline on the other.

It will show how best to use the school and its laws to both awaken the sense of personal responsibility and obligation to others, and cause the child to meet them in a self-respecting and altruistic spirit. It will recognize that the child is a combination of elements, some of the nature of those belonging to animals, and relatively strong, while others are of the nature of those supposed to belong to angels, and are relatively weak, and that the iron hand is as necessary for the proper repression of the one as the velvet glove is for the encouragement of the other. The fault of too much of our work is that it is either all of the iron-hand or all of the velvet-glove type.—*George P. Brown, in Public School Journal for October.*



A Grain of Common Sense.

“VERTICAL penmanship bids fair to revolutionize the writing position.” Yes, and by and by some other kind of penmanship will revolutionize vertical penmanship; and in the meantime the school children will go right on writing just as they please—“when the teacher ain’t looking”—just as they do now, and, in spite of this system or that, fall into a style of their own which they retain for the rest of their natural lives. How would it do to insist on plain, easy-to-read penmanship from the primary grade up, and let the rest of the business take care of itself?—*Rocky Mountain Educator.*



Child Biographies.

IN connection with the “Child-Study” movement, some quite interesting efforts have been made in the way of observing and recording the phenomena of babyhood.

While we are not greatly impressed with the educational or psychological value of these observations, still, we can see

how they could be made a most interesting means of cultivating the power of observation in mothers as well as of advancing the cause of the rational treatment of young children.

An intelligent and love-inspired record of baby's early manifestations of intelligence and individuality might also prove very interesting reading to the baby himself when he grows up, and to his friends as well, especially if he were a very clever baby, whose cleverness did not terminate with his babyhood.—*Learning By Doing.*



**Youth-Study Is
Needed, Too.**

AT A RECENT meeting of the New England Association of Colleges and Preparatory Schools, Dr. Fred W. Atkinson of the Springfield high-school took a heroic position regarding the mission of the secondary schools, quoting as his text the words of another: "The most time is wasted in the primary school, but the most energy in secondary schools." It is little short of criminal to expend the energy of the entire teaching force of high-school or academy upon giving young people ability to pass the same examination marking their attainment as though they were endowed with the same capabilities. Dr. Atkinson thinks there is even greater need of "youth-study" than of "child-study," and has prepared an elaborate and skillful provisional plan of "pupil-study," which he has been using in the Springfield schools.



**Must the Good
be Bitter?**

FOR some cause, whose origin it may not be worth while to investigate, an idea seems to have been pretty firmly imbedded in the minds of our good forefathers that nothing thoroughly pleasant is quite safe or good, that the value, especially of the highest things, is pretty nearly proportioned to the bitterness that attends them. The great hymn-

writer says: "We should suspect some danger nigh where we possess delight." Work that is cheerful and light-hearted is distrusted; too often it seems less valuable than work that is distasteful and irksome. The value of medicine is to be estimated by the degree of its nauseous taste. Illustrations might be multiplied indefinitely.

Into school-life the same notions penetrated till the value of school-work was too often measured by its bitterness. "No licking, no larning," was a proverb in high repute with the old pedagogue. We are changing our notions somewhat, but how slowly! We are far from fully recognizing that bitterness, necessary as it may be at times, is always productive of weakness; while joy, gladness and sweetness are promotive of power. We shall some time realize this truth in our school-work; and blessed is the teacher who does something to hasten the day. The Christian world will some time fully realize the truth of old Nehemiah's saying: "For the joy of the Lord is your strength."—*Edwin C. Hewitt.*

**The School-day
Too Long.**

THE school-day is too long for both teacher and pupil. Too much time is spent indoors. The amount of work at present ought to be done in half the time and could be accomplished with forenoon sessions. Three hours of the largest self-activity on the part of the boy with the rest of the time out of doors or at some manual work would accomplish more than the present humdrum system. The teachers are overworked. One cheerful soul wrote us the other day that she had charge of the primary work and taught *forty* of the children in the morning and *forty-two* in the afternoon; then, during her leisure time she has two Latin classes in the high school. And yet this is not unusual in Indiana. The teacher does three teachers' work and does not receive the compensation that one should receive. The condition needs no comment.—*Inland Educator.*

**Individual
Methods.**

THERE seems to be no question in the minds of many that the present school session is too long, if it be devoted almost entirely to mental work. The first upward step should be to arrange the children into smaller groups, based on similarity of attainment and capacity. Much of the work now given to large classes, as explanations, dictations and general assignments, might well be given to the whole group; but the work in the main, should be given to the individual. We should no longer talk of the average child, for he does not exist. We should plan the work for the individual. The word "grade," with its mechanical implications, will soon be forgotten.—*The Denver Woman's Club Suggestions in the Rocky Mountain Educator.*

**The Vital Question
in the Curriculum.**

THE PROBLEM can be solved, says Herman T. Lukens, in *Education* for September, only by a patient, earnest and unprejudiced study of the realities themselves with which education has to deal. These all center in the child, his development and growth. A closer, more earnest and devoted study of childhood and youth will put the matter of the curriculum in its proper perspective. We shall then see that sequence and choice of material cannot be separated and determined on different principles. The Ziller-Rein Culture Epoch Theory is in one aspect of it an attempt to combine and reconcile these two questions by one solution. That fact is the rock of strength in that theory, and makes it worthy of the most careful and painstaking study. Its weakness is, I believe, in its actual acceptance of the historical culture epochs as the basis instead of setting to work to find the line of child-development and then hold firmly to that. The Herbartians in this country are, however, coming more and more to recognize that the pedagogy of Herbart is not a worked-out system amenable to the logical method, but is a bundle of problems and child-study is their method of solution.

**Kindergarten and
Primary School
Must be Correlated.**

THE kindergarten is simply the beginning of the child's school education. The kindergarten in the public school is not an institution apart by itself. The kindergarten is a spirit; I had almost said it is an aroma; at least there is an aroma from it which goes all through the public school, makes it over, reconstructs it, converts it, regenerates it. But that is not done when the kindergarten is put off here in a little Eden by itself. That is going to be considered by all connected with the public schools, and I hope that the day will come when the kindergarten supervisor in most cities will supervise something more than the kindergarten; when the kindergarten supervisor and the primary supervisor will be the same person, for the same school; so that the same thought and the same spirit can be carried right along through. If there is more work than one can do, if we need two or need fifty, I would say divide them. Every one should supervise both the kindergarten and primary school, in the school that they supervise, for the sake of the kindergarten idea and spirit permeating the entire primary school. That is a matter of demonstration which needs thought. It is a fact; I know from observation and experience that there is a separation in most public schools between the kindergarten and primary school; a separation in feeling. The kindergartners are by themselves. The primary teacher looks a little askance at the kindergartner. She sometimes thinks that the kindergartner is teaching the children nonsense and something that will make them troublesome when they come into the primary school. The kindergartner often thinks that the primary school is going to spoil the children. It is a fact that there is a lack of harmony, even when they are both working toward the same end and both have the same beautiful spirit. They do not understand each other. They should be brought together and made to feel that they are all co-ordinate parts of one whole. I emphasize this and repeat it simply because I deem it so important. The kindergarten must be co-ordi-

nated in a better way with the public-school system if it is to do its duty."

3

Some Very Practical Points.

THE recent meeting of the Northern Illinois Teachers' Association, at Streator, Ill., Oct. 29 and 30, 1897, was one of the best ever held by that body, which never held a dull nor a poor meeting, and one of the most unique features of the entire two-days' programme was the plain talk by the president, Mr. J. O. Leslie, of the Ottawa Township High School. A prominent citizen of Streator, talking at some length and rather eloquently, had built an address of welcome around the maxim: "That which we would have appear in the life of a nation we must put into our schools." Mr. Leslie's impromptu response has been summarized as follows for THE MONTHLY:

1. The school-teacher is expected to teach that gambling is an evil and ought not to be practiced, but the community in which he does his work very often permits gambling almost anywhere and often in public places. They do this for the sake of the revenue which some institution acquires from it. The community thus teaches the boy that while gambling may be an evil which the school-teacher ought to condemn, it is not an evil which the community ought to prevent.

2. The school-teacher is expected to teach that lying is an evil, but the community, when it comes to the giving in of property for assessment purposes, lies so extensively that almost nobody can help knowing it, and thus it teaches the youth that while lying may be an evil which the school-teacher ought to condemn, it is quite allowable for the sake of avoiding the payment of taxes.

3. Stealing is supposed to be an evil which the school-teacher ought to condemn, but in the practice of many large manufacturing institutions and great corporations in great cities, stealing of such things as water, streets and public property generally, is a thing which the community finds it very hard to prevent and when it does try to prevent, it usually winds up the matter by prosecuting some minor offender and not the mighty corporations that are really to blame, and thus the community can show to the boy there are some evils which their school-teacher condemns which the community at large does not seriously disapprove.

4. In politics it might be supposed that a man ought to be chosen because of the qualifications he has for the duties which he is expected to perform, but in practice we find that in municipal elections men are chosen, not because of their knowledge of city government, sanitation, the protection of life and property, finances, etc., but because of their adherence to some political party, and their opinions respecting national government, which have as little to do with municipal government as they have with the location of the center of the earth. Here again the practice of the community is different from that which a sensible person would expect the teaching of an intelligent teacher to be.

And so in these matters, and in various other matters, we find the practice of the community quite at variance with what the school-teacher is expected to teach. It is therefore not strange if the product of the schools turns out, in the matter of general character, to be at least considerably biased by the practice of the community in which the school is located, and the responsibility for weak character and dishonest practice does not rest entirely upon the school, but also largely upon the community in which the school is located. If the community wants stern integrity and uprightness in the character of the young, it must show some integrity and uprightness in its own practice.



**The American View
of Aristocracy.**

ARISTOCRACIES: They will always exist and they always ought to exist. Brains will always be superior to muddle-headedness and industry to sloth; but the modern aristocracy is democratic in the sense that there are no class barriers to be surmounted before it can be entered. Neither birth, favoritism, nor wealth can secure privileges to-day and keep them for any length of time. Modern education seeks to recruit the modern aristocracy from the best and widest possible sources. By discovering and developing individual capacity and talent, it offers to everyone an equal chance to demonstrate his capacity to lead. Leadership is as definite a fact in human life as color or form. It must be reckoned with. The democratically recruited aristocracy is on the lookout for it and modern education is constantly developing it.—*Educational Review.*



Two of a Kind.



That Horrid Sliver.

ART STUDIES IN CHILD-LIFE.



Brother and Sister.



Dignity of Childhood.



Busy.



Good Morning!

ART STUDIES IN CHILD-LIFE.



Among the Books.

The Evolution of Dodd's Sister. By Charlotte Whitney Eastman. Rand, McNally & Company. Chicago and New York. 75 cents.

Dodd's sister, of course, had to move on with Dodd and the rest of the family about every other time the wheels of the Methodist Conference to which Parson Weaver was subject, turned around. In the course of her nomadic life it so happened that she had but two good teachers, and just as these two were about to be of service the family moved again. Her mother was weak and her father oblivious. The mother would have named her "Benita." The father's first choice was Susan. They compromised on Ruth, and when the girl was about to be graduated from the high-school, she was sorry they had not, at least, given her a middle name—Alice, for example---so that she might have had it printed on the "commencement" programme, "R. Alys Weaver."

The concatenation of unfortuitous conditions against which Dodd's sister had to contend had so far developed that she was all ready to be spoiled before the first day at her first school. She "teased" her mother successfully for, (*a*) her brown slippers, (*b*) her new ribbons and (*c*) her white apron with the Swiss embroidery on it; and when she reached the school: "The teacher came to meet her with manifest delight as soon as she saw her enter the door. 'O, you little darling! Have you come to school? Can you tell me what your name is? Where did you get those lovely curls and such cunning little slippers? You are going to come every day, aren't you? Won't you kiss me?'" And she was old enough to notice that Katie Kabrinski, with her straw colored hair and face to match, and two little braids of hair tied with shoe strings, did not get so much as a smile or a nod. Blue aprons and calf-skin shoes, and shoe-string ribbons are *not* as attractive as brown slippers and Swiss embroidery and real ribbons. And so both children learned an important lesson before the "chart" with the word cat, and the picture cat had been unrolled.

As the story of Dodd's sister's growth unfolds there is left no room to doubt that under the same conditions the final outcome would have been the same with any other girl. But it is a comfort to remember that she is not a type of an increasing class, and that the combination of forces assumed is an uncommon one. Easy mothers, indifferent and preoccupied fathers, young and incompetent teachers, intriguing Auntie Mays and "high-toned" young lawyers, are a drug in every community, but they are rarely so massed that a single individual is dominated by the entire combination as entirely as this book supposes. But such "tragedies of every-day life" do occur, and a single one in a community is one too many.

The book should find a place in every library that contains "The Evolution of Dodd," and teachers who have not yet read either would do well to take the earliest opportunity to read both.

B



Old Ebenezer. By Opie Read, author of "A Kentucky Colonel," etc. Laird & Lee. Chicago. Price, \$1.00.

"Old Ebenezer" is a drowsy old town, in a sleepy old neighborhood of a southwestern state, and Sam Lyman was a keen Vermont Yankee who had had the ruffles smoothed out of him by the soft atmosphere of that latitude, and had learned to sit in the shade and wait for the other man to come, as he knew the other man was doing for him. He began as buyer of railroad ties, then kept books in a saw-mill, sold calico and eggs in a cross-roads store, and finally settled down to teach the Fox Grove school at forty dollars a month.

"In the Ebenezer country, the school-teacher is regarded as a supremely wise and hopelessly lazy mortal. He is expected to know all of earth, as the preacher is believed to know all of heaven, and when he has once been installed into this position, a disposition to get out of it is branded as a sacrilege. He has taken the pedagogic veil and must wear it. But Lyman was not satisfied with the respect given to this calling; he longed for something else, not of a more active nature, it is true, but something that might embrace a broader swing. The soft atmosphere had turned the edge of his physical energy, but his mind was eager and grasping. His history was that dear fallacy, that silken toga which many of us have wrapped about ourselves—the belief that a good score at college means immediate success out in the world. He had worked desperately to finish his education,

had taken care of horses and waited upon table at a summer resort in the White Mountains. His first great and cynical shock was to find that his 'accomplishment' certificate was one of an enormous edition; that it meant comparatively nothing in the great, brutal world of trade; that modesty was a drawback, and that gentleness was as weak as timidity. And repeated failures drove him from New England." He was tall, lean, angular, handsome, manly and thirty-five when he took up the school. His eyes were kindly, especially to children, the mouth was a silent, half sad laugh and his voice was deep and sacred in tone like church music, when he decided to reform and become a lawyer.

So Sam Lyman went to Old Ebenezer to practice law; went broke and tried to borrow a hundred of a pretentious old fraud who was President of the First National Bank, "mainly upon the collateral of honor." The next evening after his failure, he happened to be the first man to enter the room, after the Banker's daughter had fallen under penalty at a game of forfeits, to "marry" the first comer. The young divinity student who performed the ceremony had, unknown to the company, been ordained that morning, and the last legislature had repealed the marriage-license law. The marriage was a legal one. Of course the heir had a suitor, the villain of the story, a fellow for whom she had no use—though her banker father had selected him for a son-in-law.

There is no lack of movement from that point on, and, of course, everything comes out as it should and always does in a good story, and Opie Read's stories always are good ones.

B.

Grammar School Arithmetic by Grades. Edited by Elia-
kim Hastings Moore, Ph.D., Head Professor of Mathematics,
University of Chicago. American Book Company. New York,
Cincinnati, Chicago.

This is the arithmetic made to order for the use of Chicago schools, and is good enough for any schools. It contains matter enough for use in the fifth, sixth, seventh and eighth grades, carefully and skillfully graduated and arranged for use by the laboratory method. The book contains no rules, and the author advises the teacher that she should give none. It is a restoration and enlargement of the method of Colburn, and Stoddard and Brooks. "The pupil is led to first recognize for himself, the number and re-

lations of concrete quantities, and then to create abstract quantity endowed with the corresponding number relation." The fifty pages of work in mensuration following compound numbers in the sixth grade, and the twenty-four pages following the applications of evolution in the work for the eighth grade will together give the pupil who masters them a good degree of familiarity with the geometrical concepts, and some fundamental facts of geometry. The map on page 153, showing the standard time-belts, and the treatment of the Pythagorean proposition on page 278 are unique features. B.



Little Lessons in Plant Life, for Little Children. By Mrs. H. H. Richardson, Teacher in Springfield School, Richmond, Va. B. F. Johnson Publishing Co., Richmond, Va. Price 40 cents.

This little book of 114 pages is intended for use as a guide by the primary teacher who wishes to give practical and simple lessons in Botany to quite young children. It furnishes material for two or three years work, is accurate, well-arranged, clear and suggests a good deal more than it directly says. It is supplemented by stories, poems and memory gems, and is freely illustrated. The author believes that the lessons will not only train the observation and thought powers, but will improve the language of the children as well. The use of terms is accurate, so that there will be nothing to be unlearned later on.



Superintendent T. S. Lowden, of Greenville, Pa., contributes two very interesting papers under the title "Pedagogical Inferences from Child-study," to the September and October numbers of *Education*.



Go to Boston. There, says Mr. S. A. Wetmore, an ex-member of the school committee, in the *School Review* for September: "favored teachers are even permitted to go to other cities to teach for pay, while drawing half-pay in Boston."



Book are the legacies that a great genius leaves to mankind, which are delivered down from generation to generation as presents to the posterity of those who are yet unborn.—*Addison*.

THE ILLINOIS STATE TEACHERS' ASSOCIATION.

The Forty-fourth Annual Meeting of the Illinois State Teachers' Association will be held at Springfield, Illinois, December 28-30, 1897. We give herewith the programme of the general sessions. If the attendance does not break the record, it is not worth while to trust to a great programme for a large attendance:

PROGRAMME.

December 28. Tuesday Evening, 8:00 P. M.

President's Address.....J. W. Hays, Urbana, Ill.
 School Legislation of 1897, Recommendations and Suggestions.
Hon. S. M. Inglis, State Supt. of Public Instruction.

FREE TEXT-BOOKS:

(a) What We Accomplished and Why We Failed.....
J. W. Errant, Chicago.
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President John W. Cook, Illinois Normal University.

General Discussion.

Appointment of Committees on President's Address, Resolutions and Auditing.

December 29. Wednesday, 9:00 A. M.

To What Extent Is There a Science of Education?.....
Inspector James L. Hughes, Toronto, Canada.
 Discussion.....Dr. Charles McMurry, University of Chicago.
 11:00 A. M.- The Ethical and Psychical Elements in Physical
 Education.....Prof. Wm. G. Anderson, Yale University.
 General Discussion.

Wednesday Evening, 8:00 P. M.

The Public-School System as an Instrumentality of Social Advance.....President E. Benjamin Andrews, Brown University.

December 30. Thursday, 9:00 A. M.

The Teaching of Morality in the Public Schools
Supt. F. Louis Soldan, St. Louis, Mo.
 Discussion.....President Finley, Knox College.
 General Discussion.

11:00 A. M.- Business. Reports of Committees on Auditing, Nominations, President's Address, Resolutions. Election of Officers.

Thursday Evening, 8:00 P. M.

Reports of Standing Committees.

Our Pilgrim Fathers: Symposium Under the Leadership of
 Supt. E. A. Gastman, Decatur, Ill. Speakers: Dr. Richard
 Edwards, Dr. Edwin C. Hewett, John F. Eberhart, Chicago.

In Memoriam—Dr. Newton Bateman, by Dr. Samuel Willard, Chicago.

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THE CHILD-STUDY MONTHLY

JANUARY, 1898

Vol. III No. 7



Edited by
William O. Krohn
Alfred Bugliosi

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The Child-Study Monthly.

Vol. III

JANUARY, 1898.

No. 7

Her Awful Dream.

A little maid of tender years
Had such an awful dream!
She came to me almost in tears—
"I was just going to scream,
"When both my eyes came open wide,
And, oh, I was so glad
To find it was a dream," she cried,
"Because it was so bad!"
"What could it be, poor child?" I said.
"Were you pursued by bears?
Perhaps your dolly broke her head,
Or did you fall downstairs?"
"Oh dear! It's most too bad to tell!
You know in school our class
Are havin' 'zamination now. Well,
I dreamt I didn't pass!"

—Elizabeth R. Burns, in *Youth's Companion*.

Little Thomas—A Child-Study.

“NO, I would not teach in any but a free kindergarten,” replied the Kindergartner in answer to a question from the interviewer. “It is so much more interesting, don’t you know. We have eight different nationalities represented at the present time. No, I don’t need to travel in order to study people. I like to dream that here in these little cosmopolitan communities we are working out the solution of the social problem, and helping to forge the band that will one day bind the nations of the earth into one common brotherhood. It certainly is a satisfaction to see the fruit of one’s labors spring up over night as it were. And I hold it a sacred trust to nurture their starved little souls out of squalor and ignorance to blossom into the happy kingdom of childhood.

“Yes, we have tragedies and comedies enacted in our little world, quite as in real life; but more pathetic, because of their helplessness.

“Yes, Thomas was our youngest. I had long been trying to coax him into the kindergarten, but all to no purpose. It was in September, I believe—one of those bright golden days; not a shadow darkened our sunshine. Looking up I saw a pair of black paws clinging to the window-ledge and above them a wizened little black face that peered at us from under the tattered rim of a crownless straw hat. Catching my eye he pouted his lips out, saying: ‘I won’t go to your school never.’ The voice startled me—so deep and heavy, it seemed to dwarf the little figure to even less than three years. I thought it policy to take no notice. He came again the next day and the next, always on the defen-

sive, and repeated his determination several times in the same deep, slow voice: 'I won't go to your school never'—whistling to keep his courage up, so like grown-up folks.

"A few days later he rolled an empty beer keg in front of the open door and seated himself aggressively upon it. 'If your kids hurt me I'll cut their ears off—I'll cut their heads off—I'll break their legs—I'll—I'll—put *pinch-bugs* on their backs.' That strange little old voice of his made each threat more terrible than the preceding until the climax was reached. He kept his post all the morning save when the children looked curiously at him, as they did at times; then he would slide down behind the beer keg and, as his only article of clothing was the tattered and faded white calico slip fastened at the top with a brass safety-pin, he was 'a study from life,' gleaming like polished ebony in the sunlight. I placed one of our little red chairs, they were bright and new then, just inside the door, and went on about my work. The next morning, happening to glance that way, I saw Thomas was in possession of the little red chair. Just how and when the transfer was made I never knew. Never saying a word, I drew up another chair and placed a box of bright-colored beads before him. He soon began to string the beads in imitation of the other children.

"For three weeks he kept his little red chair by the door, never missing a morning or speaking a loud word, and quietly slipping away before the other children were dismissed. My heart went out to the little fellow and his timidity gave way at last; but he was always shy of the other children.

"He was always mindful of my comfort. I remember taking charge of one of the tables after the morning circle and there were more children than I could well manage, especially as it was near the Christmas time and they were all crowding round for help on their Christmas gifts that they were so eagerly making for papa and mamma, brother and sister—'a perfect surprise,' you know.

"'Don't them kids bover you?' he asked.

"‘I would rather they came but one at a time,’ I replied.

"‘Here, you kids, get away from her or sh’ll have the fever,’ he shouted with authority.

I shall never forget Christmas week. I had been telling them, little by little, the story of the Christ-child, whose birthday we were so soon to celebrate. I pictured to them the journey of the three wise men across the desert, guided by the star of hope. They were very curious as to how these three men could converse together, never having known one another’s language, for they had already experienced the difficulties of a foreign language in the play with their mates. I graphically described the town of Bethlehem, the crowded inn and the rude stable with its thatched roof. How their little faces lighted up when I appealed to their imagination in calling forth a vision of the night, the clear blue sky dotted over with stars that winked and blinked through the chinks, as if in search of something, and they even listened intently for the song of the invisible choir—"Glory to God in the highest, peace on earth, good-will toward men;" they sang sweet and low and really it seemed like the echo.

With breathless interest we neared the grand finale on that last morning before Christmas. Now they were at the door of the stable with the minstrels and shepherds and wise men, eager and curious—to some the story was quite new. "And what do you suppose they found in the manger?" I asked. The suspense was almost painful; here and there one leaned forward in wide-eyed astonishment. I have always been glad Christ took upon himself the form of a little child, for children are interested in children. Like the rumble of distant thunder in a clear sky, Thomas’ deep voice broke the stillness: "Well, I can’t tell you like my Muvver can." He had straightened himself with importance and was tugging at the ends of the red bandana handkerchief knotted about his neck, an addition to his wardrobe since the cold weather set in. The children gave no heed; their sense of humor had not yet been developed. But for my

co-workers and myself the spell was broken and I shall always feel that I failed to enshroud the central figure of that scene with becoming dignity.

Christmas Eve was here, the crowning joy of childhood—an ideal Christmas Eve, crisp and cold. As the shadows fell the heavens softly covered the earth with a pure white mantle of charity. We had prepared a Christmas tree at the Mission, the first that many of the children ever saw, all hung with wax tapers and popcorn balls; bright-colored, gauzy stockings revealed their sweet contents and, last but not least, the pretty little gifts made beautiful by love, fashioned by wee fingers for the home-folks. To rich and poor, high and low, the Heralds bring glad tidings of His coming, in thoughts of love. With what pride they learned their parts and practiced the songs for the evening's entertainment. It was indeed *their* evening. In flocked the fathers and mothers, mostly mothers, and their little ones, dressed in their Sunday best, such as it was. The hour for lighting the candles was close at hand, and no Thomas. I could not bear the thought of his not sharing the evening's pleasure, and divining the cause, threw over my arm the little velvet suit that had just come in, the gift of one of the Wick avenue ladies, and went in search of Thomas' home. We found the place after much stumbling through dark alleys—a cellar under a saloon. It was with fear and trembling that we ventured to descend the rickety tumble-down steps that led into this home—two low, damp rooms, almost bare of furniture, and dimly lighted by a foul-smelling kerosene lamp. There were two windows, or rather half-windows, for half of the window had to be below the ground to find room, and one of these was boarded up. The tramp of feet, shouts of coarse laughter and loud oaths were plainly heard in the room above.

Thomas sparkled like a jet button in his new suit. The hall was ablaze with light and color when we arrived—a veritable fairy scene with the elves dancing around the mystic tree. I felt a gentle pull at my skirts, and Thomas

drew me down quite close to him and asked in what he intended to be a discreet whisper, but was in reality a solemn, awe-struck voice: "Miss Morgan, is dis Hebben?" Surely there are moments when heaven is all around us; it may be only once in our lives or it may be only in dreams, but it is heaven nevertheless.

Thomas did not return to the Kindergarten on Monday, nor even Wednesday, and Thursday I telephoned to the "poor doctor" of the district, but he knew no more than I of the matter. A week went by and I determined to see for myself, taking every necessary precaution for the sake of my children.

The mother came outside, closing the door softly behind her. "You see, Miss," wiping her eyes with the corner of her apron, and speaking in a subdued voice, "we had no money to get a doctor and when we did call the 'poor doctor' it was too late. Yes, Miss, it was scarlet fever, and it most broke my heart to hear him a cryin' for you, but I remember'd you had other children."

"But only one Thomas," I said, and instantly regretted the heavy touch on the fresh wound. A tear fell on my hand as I pressed hers in the darkness. Words were too poor for expression—"Miss Morgan, is dis Hebben?"

The interviewer stole quietly away, for the Kindergarten had forgotten her very presence and there was a faraway look in her eyes.

ELIZABETH KUGLER.

119 South Phelps Street, Youngstown, Ohio.



WISDOM.

"You cannot play in the yard, to-day my child"—

Said the mother in accents low,

"For this is the day of the Lord, our God,

And He wouldn't be pleased, you know"—

But baby looked across the lawn

Where the flakes fell light and gay,

"Then God is bad," he sobbingly said,

"For He snows on the Sabbath day."

Class-Room Observations.

NATHAN AND ALLIE are brothers, aged respectively thirteen and ten. They come from a home in which poverty, shiftlessness, dirt and children are found in about equal proportions.

When Nathan first entered school he was placed in 1 B. When Allie entered 1 B Nathan was still there, and together they began the ascent of the rugged road to learning. Their progress was necessarily very slow, inasmuch as their attendance was irregular and their ability to learn seemingly a minus quantity.

They remained together in 1 B for some time—years I might say—then last year they were both promoted to 1 A.

Their attendance, though not good, was better than it had been. For a time a certain apathetic condition was common to both. Then, little by little, Nathan awakened. He began to read, to write, to evince an interest in all the phases of school life and work. His growth was slow—not phenomenal; but it continued throughout the year. Allie, on the other hand, metaphorically slept on. He wrote as babes write, unintelligible hieroglyphics, and was satisfied to do no better. He read not at all. He spoke seldom, and manifested not the slightest interest in anything. Asked a question in class, no device would enable one to extract from him a reply. Asked a question out of class pertaining to family or similar affairs, he would refer you to Nathan for your reply by a jerk of his thumb in Nathan's direction.

This year the brothers are, for the first time in their school life, separated, Nathan having been promoted to the second grade.

Allie must needs stand on his own feet now, being the sole representative of his family in 1 A. This startling fact stared him in the face for several days and made him de-

cidedly uncomfortable, but it succeeded in thoroughly arousing him from his long, apathetic sleep.

As a direct consequence of this awakening he has become an interested worker. He writes very well, he reads, he does the number work, he has become an active member of the school. Is it not possible that Allie has "rested on his oars" hitherto for the reason, unconsciously entertained, that Nathan was representing the family, and that one representative was enough?

A similar instance has come to my knowledge. In the Kindergarten about three years ago were two little sisters, by nature equally bright and active. They come from a home in which the environment is in direct contrast to that surrounding the brothers, Nathan and Allie.

Marion, the elder, took the lead in everything. She was thoroughly independent. Elsie, the younger, did nothing, absolutely nothing, not even for herself. She was wholly dependent. Marion put her rubbers and coat on her, tied her hood, kept an eye on her mittens—in fact, took complete charge of Elsie who never, even in a small way, asserted herself or showed the faintest inclination so to do. Elsie's dependent spirit and utter lack of application in the school work were a continual source of surprise to the Kindergarten teacher, who was aware of her capabilities as manifested out of school.

At the end of the year Marion was promoted to first grade, leaving Elsie behind.

With the new year in the Kindergarten there came a radical change in Elsie. Her dependent spirit gave place to a most independent one; her helplessness was succeeded by helpfulness; her little hands could do anything, everything; she had become, as in the twinkling of an eye, all that her sister Marion had been.

Is it not possible that she, too, child of culture and natural aptitude that she is, had been unconsciously entertaining some indefinite thoughts on the mono-representative subject?

LILLA M. DAVIDSON.

Study of a Street Child.

UPON the first appearance of this human problem, one of the many perhaps never to be wholly solved, one could have easily mistaken her for a bundle of rags, and very, very dirty ones at that. Close examination disclosed a pair of peculiar brown eyes, soft and appealing, angry, coquettish and suspicious as various impressions played upon her with flash like rapidity. The wonderful eyes peered out from a tangled mass of what later proved to be hair of softest, silkiest feel; live-brown of color and rippling from the dirt-besmeared little old face in broad waves.

While being prepared to sit among the children her face showed curiosity, bravado and resistance, and as the morning wore away all that lay behind this changing expression worked off in slapping, biting and the doing of all those things to the well-regulated mind not at all desirable. The only correct showing—the ability to sit in the chair to which she'd been assigned—foreshadowed the possibility of orderly doing should sufficient interest ever be aroused to supplant the desire for the punching and pushing freely administered to all about her. All vocal expression was harsh and brawling, accompanied by head and arm gesticulation of the roughest type.

For seven days the most stolid indifference was the only reward for all attention bestowed upon this Hebrew mite; then, the eighth day, while a lesson accompanied by stirring music was being developed, with the hope that the especially noisy quality of the music would attract her, Mary, with the most perfect unconcern, turned up one of the many layers of almost untouchable filth ever worn un-

der guise of clothing and, rolling it with two more into an untidy roll, began to cuddle it and with gusto to sway back and forth while she sang with great vigor something wholly unintelligible.

The touch of instinctive motherliness was the first showing of fineness and was, we know, to become for the present the key to all attempts towards helping the child into well-being and doing. From this period all work and play bore some connection to home and mother-life; and though all advances from those of her own age were met with that roughness born of being ever on the defensive, towards all younger than herself she showed a protecting tenderness, proving the mother-instinct to be her dominant good characteristic.

About this time an attempt was made to establish a connection with her home, barely held together through the indifferent doing of a mother, large of stature, coarse of moral fibre, rough of manner and evidently unequal—not from lack of money, but either through ignorance of, or indifference concerning the bare decencies, not to mention comforts of life—to the demands of her position as home-maker and keeper.

In the home Mary attained her end in all things, great and small, by adopting a sullen persistence, or, if this did not bring satisfactory results immediately, by making a short, sharp display of assumed temper; though by nature the child was brave, frank and generous, with a sunny, fun-loving disposition which made her the center of attraction and a leader among the back-alley children with whom she played when not in attendance upon a younger brother and baby sister.

No wonder Mary was a conglomerate, for already care and responsibility had made a strange graft upon the short-long life contained in fifty-seven months. In her play with the alley children, and when caring for her family babies, she showed all the tact in miniature that the world applies to the winning of its points, while in the

kindergarten a shyness born of a half-conscious realization of an environment made up of unknown quantities so overcame Mary that, after an awakening to apparently interested and intelligent doing for a few days, she relapsed into seemingly complete inactivity.

Knowing this sort of shyness sometimes to be only the cover for that perversity and desire to claim attention which lead to the coaxing and humoring treatment so very undesirable, Mary was placed in another child-group where the necessity for helping a sweet little person might overshadow all consciousness of self through application of her mother-instinct. The plan was so successful that in a month, she worked and played as freely as any other child and shortly began to volunteer upon all occasions.

At this stage of development her mental acuteness became so manifest that the most difficult work proved the only means of self-help to her; by degrees, the difficulty of the work led her into the ability to overcome her original lack of concentration and sure, hard skill replaced distinction of material. About this time, also, a change was noticeable in her personal appearance; both person and clothing were fairly cleanly and from this time onward a continual strivance for real, not half-hearted, cleanliness prevailed. The home children, too, profited by this change in Mary, for each little one was faithfully scrubbed each day with untiring zeal.

At the end of five months, though Mary had become in a general way an attentive, persistent little worker, she lapsed often into disturbing doing, for her very motherliness led her into stirring up and trying to share with everyone all her doing, whether possible for them, or otherwise.

Soon after this she showed a marked interest in all humans with whom she came in contact by asking, after close scrutiny of face and person, "My name what?" "But in *English* what it is?" "What your name?" "That in *English*?" "Where you live?" "What your mother do?" This comparison of her own experience with that of

others was accompanied with a helpfulness at home which led her to "wash the dishes and sweep the floor for my mother." All this doing was undoubtedly the outgrowth of her kindergarten experience of "playing home" and "mother."

That she made no distinction of sex was a source of anxiety, for she evidently had, as the result of crowded home-living, never recognized the fact that there should be a moral line drawn in her interest and attention to other children. To meet this lack we asked at game periods that *all* the boys, or *all* the girls take part. She took no notice of the line of action for nearly two weeks; then disclosed an awakening that gradually became an understanding of limited freedom by pushing a boy back to his place while making undirected choice among the girls for "a hop and skip" about the room.

At no time were Mary's tastes questioned, or commented upon; instead, the key to her nature, as shown by herself, was made the means of helping her to realize that which was desirable. Had she been beset with questioning, and made conscious of studious watchfulness, her native acuteness would have led her to coquet with the observer to the undoing of all concerned.

Mary, at the present time, gives promise of becoming, under wise guidance, a lovable, true, helpful woman, and it will surely be the earnest purpose of each teacher who takes her in charge to save her from that other fate—the growing into the worst type of her kind—a fascinating combination of good and evil wherein the ability to attract and lead, with no moral power to guide, only too soon sinks the possessor lower and lower, and with her draws others along the downward path.

M. E. COTTING.



"A little child may be *developed* into a dullard. More natural growth and less forced developments would be a blessing to thousands of children."—*Dr. E. E. White.*



Topical Syllabi for Child-Study.

EXAMINATIONS AND RECITATIONS.

I. At what age or grade should school examinations begin? When have they the highest value, and when, if at all, should they decline or be discontinued?

II. What are the good and bad influences of "sprung" examinations; i. e., those without previous warning?

III. Should annual examinations be near together or well separated in time? Why?

IV. How often should examinations in the same subject come, as in any one specific subject, (a) in school grades, (b) college, (c) teachers' examination, (d) Civil Service? Should life-tenure ever be based on examination?

V. Should there be a limit for a written examination? Should rapidity be considered in grading?

VI. Relative value of oral and written examinations. In what studies is either best? What proportional combinations?

VII. Should questions be, (a) specific or general, (b) many or few, (c) rest mainly on a special part of the subject or mainly on a general knowledge of it? How do different topics differ in this respect? What subjects are best adapted for examination and which should be freed from examination? How, and with what restriction, if any?

VIII. How far should promotion be based on examination?

IX. How far do examinations accomplish the end sought, and how fail, or defeat the end?

X. How do they influence and how test moral qualities, industry, taste, judgment, honesty, etc.?

XI. How should the power to pass a good examination mark compare with good daily work?

XII. How great do you think are the individual differences and how are they accounted for?

XIII. Should constant or uniform requirements in standard be sought in separate localities, (a) for primary, (b) grammar, (c) high school, (d) college entrance or graduation, (e) university degrees?

XIV. Good and bad points in an examination system of education.

Kindly send answers to

G. STANLEY HALL.

Clark University, Worcester, Mass.



CHILDREN'S HAPPINESS.

I am making a study of Children's Happiness, and will be grateful to the readers of *The Child-Study Monthly* for some papers on the following test:

"Describe the best time you had during your summer or fall vacation."

Papers of both boys and girls of all ages are desired, and *age* and *sex* should be marked on each paper. (Name *usually* indicates sex.) High School papers should be kept separate from those of Grammar Schools.

The children should not receive suggestions nor, if possible, should they know that the papers are for an outsider.

Please enclose your address with papers, that cost of forwarding may be returned.

Sincerely,

KATHERINE A. CHANDLER.

Stanford University, Cal., Nov. 23, 1897.



College-trained women are beginning to seek grammar-school work, and the *New England Journal of Education* ventures to predict that "this will be so more and more in the future."

Some Phases of Child-Study in the Home.

The Original Games of Two Children.

[INVENTED BY CHARLOTTE, 5 YEARS.]

“**M**AMMA, mamma! Come see our Hours!” cried five-year-old Charlotte one morning. Mamma hastened from the kitchen to the adjoining room, where for the past hour she had heard only pleasant voices. Would that Guido Reni might have seen this triumphant reproduction of his immortal “Aurora!” The flowering plants on the window-sill did duty for the fair goddess. Four tall chairs abreast faced the flower-pots and were harnessed to a roomy armchair behind them. In this chair sat Charlotte as Apollo, reining in her fiery steeds. Between horses and chariot, upon the music-stool, perched Janet as Lucifer, waving aloft her paper torch and full of the importance of her role. The *Hours* which I had been called in to see—oh, blessed power of childhood’s imagination!—were empty *spools* placed in a circle around the car of the beaming Apollo. The lines were twitched, the torch was waved, and one more tribute was paid to the genius of Guido.

The “Aurora” picture never appeared again, but “Atalanta’s Race” was often reproduced in a game. Mamma was requested to personify Venus and deliver the three golden apples to Hippomenes. Atalanta, duly stopping to secure each golden treasure, was at last beaten and married to her victorious lover. But Venus, enraged at the neglect to bring her promised offering, turns the lovers into lions, who scramble off on all-fours in high glee, eager to begin the race again.

[INVENTED BY CHARLOTTE, 6½ YEARS.]

At Charlotte’s request, her father put a screw-eye into the ceiling of the piazza, near its outer edge, not knowing its in-

tended use. Through the screw-eye a strong cord was passed, a market basket being attached to the farther end. One child was placed at the top of the stepladder, near the screw-eye, to receive the basket at the highest point of its course. Packages were then sent up; "cash" was vociferously called; change was scrupulously made in case of every purchase; several children were admitted as purchasers, cash-boys, etc.; and for several days a large and popular cash system of purchase was in full blast.

In this case imitation gave the first impulse, but the ideas were furnished by inventive imagination, while novelty and imagination combined to occasion the pleasure derived from the game.

Games invented two years later often involved considerable mental action. For example, one when these children were seven and five, was as follows: A very long cord, tied in a circle, with a small basket attached at one point, was made to pass around two doorknobs on opposite sides of a room. The two children, each with half a box of dominoes, were stationed at these opposite doors. The game consisted: First, in pulling the string till it had carried the basket with one domino across the room; second, in returning a domino which should be either two more or two less than either side of the domino just sent. Thus if a 1-3 domino had been sent, only one which had a one, three or five upon it could be returned. If a 6-0 had been sent, only one with a two or four could be accepted.

A new swing gave great pleasure the past summer, but soon after it was put up, Charlotte, now seven and a half years old, voluntarily deprived herself of swinging in order that she might sell, or pretend to sell, swing-tickets to the other children. Sitting in a sort of improvised booth or office, she made, marked and distributed tickets reading about as follows: Bessie, sixteen swings; Burdette, ten swings; Rankin, twelve swings; Ruth, thirty swings; Janet, twenty swings. Each quasi-purchaser received at the swing in due turn exactly the number of pushes named on his ticket.

Here the merry-go-round may have furnished the fundamental ideas seized and used by the imagination. This game lasted about two or three days.

Another game, still popular at seven and a half and five and a half, consists in preparing all sorts of culinary delicacies in a mud-pie catering establishment. Other members of the family are served with the dainties, and an opinion gravely asked as to the quality of the viands. "I want another jar of butter" is occasionally heard, and the matter of economy has not yet entered to harass or delay.

One game, not to be omitted, has for two years, at least, rarely failed to amuse when all other employments have become flat, stale and unprofitable. This consists in "mothering" one, two, three or four cats, as the case may be. At present date two infant cats are fed milk from a spoon, rocked to sleep, swung in arms, hammock and basket, wheeled about in a doll-cab, and given an excess of mother-care that would spoil any but a most extraordinary child.

Are there practical lessons or general truths to be derived from this observation of a few spontaneous games? At least some prevailing characteristics may be noted.

Thus we see that, in general, imitation gave the first impulse, novelty furnished much of the zest, but imagination directed, inspired and finally satisfied.

In the earliest play, enjoyment seems dependent largely upon pure imagination, so that the three-year-old playing with her doll may perhaps receive as much pleasure from imagination pure and simple, as ever again in the same length of time. For in rapid succession, family and social relations, numerical ideas, the factors of justice and of emulation, arbitrary limitations of every sort add new features to play. But the imagination throws its halo about the mental world of the three-year-old and for once in his life every man is of necessity a pure idealist.

And we notice further that in these spontaneous games, extending to the age of seven and a half years, the factor of emulation has never yet appeared. Is not this another

proof that "Heaven lies about us in our infancy?" Would it not be well if we, as Americans, could learn a lesson from our English and German cousins, and learn to delight in exercise for the sake of the after-pulsing of new life in the veins, rather than because "our side beat?" Can we not inspire in our children a love for excellence, rather than a love for excelling, by keeping in the background, or even wholly out of sight whenever possible, the factor of competition?

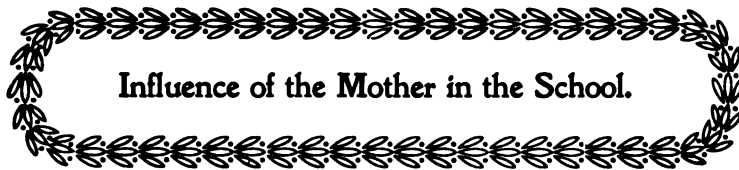
We must notice also that without perceptive matter to feed upon, imagination cannot work, and hence a child may be considered lacking in originality or invention when he has been merely neglected. Hence the mother who "puts her feet in advance of fate" need not be perplexed by the frequent demand, "What shall I do next?" if she forestalls the needs of the child. So, after Mother Goose has played her part, myth and legend will be told and retold — pictures must inspire, and kindergarten beads, blocks, papers, scissors and a blackboard should receive time and patience in every home. Thus before the child's spontaneous activities shall have sought low levels where, with misdirected energy, they threaten to destroy, they may be turned into broad channels irrigating the entire field of his career.

But the final question arises: Does it matter what our children play so long as they are happy? And the answer must be, Yes; because the series, a thought, a tendency, a habit, a character is forever unbroken. Spontaneous games dependent upon historical, literary, artistic or mathematical knowledge must be *per se* more highly educative than those involving mere repetition and imitation.

But for a yet higher purpose than intellectual development alone, do we need to furnish our children food for the imagination; and for this, that when they leave behind them childish sports and days, they may not also leave behind them "Innocence, bride of man's childhood."

JEAN SHERWOOD RANKIN.

Minneapolis, Minn.



Influence of the Mother in the School.

THERE is an old saying which runs something like this: If you want to properly educate a child, begin a hundred years back with his ancestors. We think you must at least begin with his mother. For a child's mental and moral unfolding commences at birth and those first years, when she alone influences him, are all-important for implanting tendencies that shall inherit through life. The expert teacher finds that his charge has been given the trend of his life, before entrance at school, by his mother. One great mistake she has probably made is never to have cultivated his *self-reliance*. Into the lowest Primary room enter the little children who have never been taught to depend upon themselves for anything. With mistaken parental affection she has done for those little ones the very things they needed to do themselves.

A lecturer before a Mothers' Club recently brought upon himself the indignation of the whole audience by such injunctions as: "Teach your children to shut the door after them even if they are so small you have to help them to stand while they are doing it."

Self-reliance, like muscular power, will grow when it is exercised and in no other way. The temptation to help children by doing for them that which they need to do for themselves is well-nigh irresistible. When a child brings home problems from his arithmetic lesson to be solved, some parents adopt the easier plan of working them out entirely for him instead of encouraging and helping him to study into the underlying principles for himself. It would be far better for that pupil to come to his recitation and

say, "I studied hard, but I can not get them because I do not understand them," than to hand them in nicely worked out by some one else, although in the latter case he might be marked with a higher grade on the records, as mental growth is hidden from the human eye and cannot be measured by grading papers.

Some educators claim that another mistaken kindness of mothers is to *read* to their children; they say nothing could be worse for dulling the investigating habit of the brain. But we should encourage them to read for themselves. It was quaintly said with regard to digestion in the body: "If you can not digest, you must 'jest die.'" So the mind does not live and grow by the number of facts stuffed into it, but by the number of *ideas* which it has assimilated into its very substance. Some mothers and teachers seem to think education is a pouring-in process. But the derivation of the word shows that it means to lead out. In other words, education is a symmetrical development of all the powers, and is similar to the growth of plants. How to induce the growth of the mind, how to care for the germinating seed till it has gained vitality enough to care for itself, is the problem of education. President Eliot, of Harvard, says: "The effect of school-life on children should be similar to the effect of life on adults." By life's experience we learn a few facts, but the most important results are that we learn to think for ourselves and we acquire the ability to accomplish some practical end. It was the highest praise of a teacher of such a school when it was said of her pupils: "If they do not happen to know a thing, they know just how to go to work to find it out for themselves." But all mothers do not have a detrimental influence on the school by giving their children the wrong kind of help. Many go to the other extreme and give no help or encouragement whatever to their children, but manifest absolute indifference to their progress.

We will suppose that all mothers send their children to school to be educated and not, as has been said in some in-

stances "to get them out of their way." Some mothers would not express that in words but they seem to express it by their action. It is for the benefit of all concerned that the mother becomes acquainted with the teacher. They can then consult with one another as to the best methods for each to pursue. Then the mother will not be so likely to criticise the teacher indiscreetly. I have been perfectly amazed at mothers who were intelligent in other things but would openly criticise the teacher in the presence of their children, not seeming to reflect that they were thereby undermining the teacher's authority and influence and rendering it almost impossible for him to benefit those children. Another way the mothers can help in the school is not to believe implicitly a child's account of any trouble he may have had with the teacher, without investigation.

JULIA PEARCE.

Flora, Ill.



The children attending public schools in Brussels, Belgium, were requested some time since by their teachers to gather up, on their way to and from school, such apparently valueless objects as tin foil, tin cans, paint-tubes, bottle capsules, refuse metals, etc., and deliver their collections daily to their respective teachers. In eight months the following amounts were collected: Old paint-tubes, 220 pounds; tin foil, 1,925 pounds; scraps of metal, 1,200 pounds; and bottle capsules, 4,400 pounds. This rubbish was disposed of for a sum so considerable that the proceeds clothed five hundred poor children completely, sent ninety invalid children to recuperation colonies, and there was still a goodly balance to be distributed among the poor sick of the city.—*The Outlook*.



When a tiny boy was shown a photograph of his father, and asked if it was not papa, he said: "It isn't the one that talks!"

Knickerbocker Days.

SOMEBODY says the unmitigated small boy is a nuisance, and it may be true that the tendency to be a nuisance, developed to a greater or less degree, exists in every wearer of knickerbockers. That tendency shows itself in his small tyrannies over his smaller brothers and sisters. You see it in his calm appropriation of his mother, as if she were his special and exclusive property. It shows in his serene unconsciousness that other people have rights or privileges. It is especially marked in his tantalizing appreciation of the situation when his elder sister has her beau and his great capacity to develop a cyclone whenever he fails to have his own way.

This kind of boy is a very real and natural kind and beyond question a nuisance, but, fortunately for the rest of the world, this is not the universal type. At his very worst his disagreeableness is generally more the fault of his training than of his nature. Unmitigated nuisance as he is if left to his own sweet will, he is yet susceptible of mitigation. Studied from all sides—namely, the good side and the bad side, the upper side and the under side, the outside and the inside—he is about the most interesting study that comes under the eye of the student of human nature.

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I know an old Quaker lady who used to speak of her problems as "grapples." She always said: "I have a grapple with such a work or such a question or such an individual." The "boy" problem is not one on which to lavish dreams and theories and hobbies. It is one to be grappled with and the grapple requires courage and vigor and grace. It

is easy enough to talk about our boy, and easy enough to love him, for with all his faults he is altogether a lovable little chap. Our grapple is: "What are we going to do with him?"

It doesn't require any profound prevision to prophesy great things for him. We see in him readily enough the future statesman, scientist, philosopher or ecclesiastic. It is quite common to think and speak of the nation as coming by and by into his hands and dwell upon what those same hands ought to do with a nation when they get it. Every mother of us all feels the possibility of the future greatness in her boy, even if she wonders at the same time how other bright women could have such stupid children. Every father, who is worthy of the name, means to get the very best chances in life for his own son, and believes, of course, that the son of such a father will prove himself worthy of the best. The parental imagination erects along the pathway the child shall tread pedestals in college, in his professional or business career, in governmental circles, in the church and in the social world. Lo! upon every pedestal the same figure. Now he is crowned with the honors of the student, later on with the honors of manhood, but to the father and mother he who achieves greatness and is worthy to be exalted is always and ever their own.

But, delightful as all such hopeful imaginings are, their fulfillment or disappointment is in the future. The real grapple is not a dream, but a struggle with a little vital, active, aggressive personality—a little masculine animal in knickerbockers. When he likes you he hugs you with the vigor of a little bear. When he doesn't like you he hits out hard with hands and feet. When you want him to be clean he is dirty, and—unless nature has yielded to grace or authority—when he is dirty he doesn't want to be clean. Playing with the other children in the nursery or, later, with his little mates in the kindergarten, or with other children upon the sidewalk, he is a little human soldier, ready

to resent his wrongs and to do battle for his rights. In doors it is that same boy whose clattering feet and clamoring voice and merry laugh are heard all over the house. It is the very same boy, too, who in the tender beauty of the gloaming, before the lamps are lighted, and in the little white crib at night, creeps close into sheltering arms and clings to the mother's neck and pours out a wealth of loving that is more than the little heart can hold. In these hours it is that she realizes that she has not lost her baby, though other people see only the little man.

This is another side of him—the inside—that all too soon he is going to learn to hide, even from the eye of his mother. This loving little lad is the real lad, and wise is the mother who comprehends the treasure that is her own. In his love for her she holds the key to his whole nature. If she knows how to use it wisely she will open door after door with it, and as he grows older will enter every chamber of his life. The whole secret of her influence over him, and of her power to develop the man of whom she dreams, lies in the delicacy and strength by which she grapples with his nature in this early childhood.

Unfortunately, motherhood is not always of a type that understands the innermost nature of the boy. Too much mother-love is tinctured with self-indulgence. Too many mothers please themselves by indulging and gratifying their children. The higher love sometimes accepts, for the good of the child, the pain of restraint and denial; but, good or ill, the measure of influence and control is the measure of mutual love.

A widowed mother found her six-year-old boy mounted on a chair before a mirror laboriously severing ringlet after ringlet of his curls. Distressed and shocked, yet she did not chide him, but sought for the reason, and found it in the little lad's belief that if he cut off his curls he would grow faster to be a "great big man," and then he could take care of mamma, and she would not cry any more because

his papa died. Fortunately she was wise enough to understand the manly heart in this childish breast, and she made no moan for the missing curls, but let him keep his belief that he could comfort and take care of her "as papa did." A less wise mother would have left the lonely little soul to feel how helpless and of little account it was in her great grief. That boy long since grew to be a man, and both in boyhood and in manhood has been his mother's most intimate friend.



I knew another instance of a child whose violent outbreak of temper was followed by such a tenderness of contrition as overcame his pride, which did not like to say that he "was sorry" he had been wrong. Nevertheless, the love for his mother and the distress at having grieved her overswept all other feelings.

He watched his chance when she was alone to creep to her side and say aloud to her the words that for three nights he had been saying over to himself in bed, though the daylight took away his courage to speak out. And the mistaken mother, instead of gathering her boy to her heart, as no doubt she longed to do, felt that this was a God-given opportunity to labor with him over the sinfulness of his evil temper, with the result that never in all her after life, though he went wrong many times, did he turn to the heart of his mother for pardon and pity and love. She, alas! did not know the harm she did, and he, poor child, did not know what it was that drove the flood of his sorrowful penitence back into his own heart, and sent him away angry and sore, and sorry that he had spoken at all.

One could multiply instances and show how truly the boy of older growth is influenced by the love or lack of love that is around him in these childish days. This love is the one essential. Let the little man go with few toys, without luxurious food, even without dainty clothing, if you must, but give him love, let him feel that, no matter what happens to him, he may tell you all the best and all the

worst of it and be perfectly sure that you will love him through worst as through the best.

If we were to put in two lines the one thing in the mother that most helps the small boy we would say: "Love him, good or bad," and add the paradoxical suggestion: "Know how to be a boy yourself."

MARY LOWE DICKINSON,

In The Chicago Record.

In vain does psychology use every effort to imprison the mobile and variable nature of things in exact and fixed formulas; it does not succeed. There are always individual differences. When psychology has taught you what the child in general is, what human nature is, it still remains for you to learn by your own experience what, in their distinct individuality, are the children whom you have to educate.—*Compayre.*

"The great universities, with their eclecticism, have sunk the classics and with them, the humanities, to a secondary place. This is not altogether well. The decision of the faculty of Williams to increase the dignity of the classical course, is a pleasing sign that sanity has not entirely disappeared from our seats of learning."—*Harper's Weekly.*

England, says Senator Hoar, imports more than 25,000,000 dead birds every year, and their skins and feathers are made into articles to adorn women. In Chicago one dealer receives in a single season 320,000 humming-birds and 300,000 other birds. Some people call the objection to all this mere sentiment. So is the objection to murdering children a sentiment.

It is a good divine that follows his own instruction. I can easier teach twenty what were good to be done, than be one of the twenty to follow mine own teaching.—*Shakespeare.*

HEALTHY BODIES.

And so, if you don't do all you can to make your children's bodies healthy and happy, their souls will get miserable and cankered and useless, their tempers peevish; and, if you don't feed and clothe them right, then their poor little souls will leave their ill-used bodies—will be starved out of them; and many men and women have had their tempers and their minds and their hearts made miserable to themselves and all about them, just from a lack of care of their bodies when children.

There is something very sad and, in a true sense, very unnatural in an unhappy child. You and I, grown-up people who have cares and have had sorrows and difficulties and sins, may well be dull and sad sometimes; it would be still sadder if we were not often so; but children should be always either laughing and playing or eating and sleeping. *Play is their business.* You cannot think how much useful knowledge and how much valuable bodily exercise a child teaches itself in its play. Look how merry the young of other animals are—the kitten making fun of everything, even of its sedate mother's tail and whiskers, and the lambs running races in their mirth.

One thing I like to see is a child clean in the morning. I like to see its plump little body well washed and sweet and caller. But there is another thing I like to see, and that is, a child dirty at night. I like a steerin' bairn—goo-gooin' and crowing and kicking and keeping everybody alive.

Whatever you wish your child to be, be it yourself. If you wish it to be happy, healthy, sober, truthful, affectionate, honest and godly, be yourself all these. You well remember who said: "Train up a child in the way he should go, and when he is old he will not depart from it."

You may, as a general rule, as soon expect to gather grapes from thorns and figs from thistles as to get good, healthy, happy children from diseased and lazy and unhappy parents.

DR. JOHN BROWN.



The Educational Current.

*"Weergo,
Weergeenees."*

WHO are they? Where did they come from? What do they stand for, anyhow?

I knew these were the things you would think, after you had spelled away at the above words for a few minutes, and so I have set the questions down where we could all take a good look at them, and think what they really signify—what the questions signify, I mean.

Well, here is the story:

A few days ago I happened into a high-school and dropped into a beginning class in Latin. They were just about the average class of this sort, a pretty bright lot of boys and girls—mostly girls—the cream of the pupils that came up from the grammar room last year. They were reciting in much the usual way, rising as they were called upon, and giving the various word-forms in declension. It was the third declension they were working on, and among the words whose forms were called for was the word spelled *I'-i-r-g-o*.

And then it was that the words at the head of this paper smote my ear, as the pupil said: "*weergo, weergeenees*," etc., etc.

The teacher was evidently a good Latin scholar, and she was trying her best to be a good Latin teacher, on the lines that had been laid down for her by those in authority over her. She put the pupils through their declension paces at a lively gait and they stood the strain very well. There was a manifest spirit of earnestness, and some interest in the class, though their faces expressed far more anxiety about, than delight in, what they were doing.

The pupil gave the forms of the word in question, using the pronunciation which I have tried to indicate by the phonic spelling here noted. When she had finished, the teacher said:

"Yes. What English word is derived from the word *weergo*?" (I give the words just as they came to my ear.)

And then the pupil said never a word, but just stood there with a sort of helpless look in her eyes.

Then the teacher appealed to the class: "Any one! What English word is derived from the word *weergo*?"

And still there was a profound silence, while the helpless look took possession of the eyes of every member of the class that was paying attention. (A boy and a girl on the back seat were just exchanging notes across the aisle, and their eyes did not look helpless! They were interested!)

And then the teacher said: "Why, I'm sure you must know, some of you—some very common word that comes from *weergo*?"

But still the vision tarried, while the helpless look deepened into one of genuine trouble.

Then the teacher came to the rescue, as follows: "Why, what state is Richmond the capital of?"

And a chorus of voices replied: "Virginia!"

"Yes," said the teacher; and then she went on: "How do we usually speak of Mary, the mother of Jesus?"

"Virgin Mary," shouted the class.

"Certainly," responded the teacher. And then to the pupil who was standing, she said: "Now what English words are derived from *weergo*?"

Timidly, and with the rising inflection of interrogation, which showed that she still did not see clearly, the pupil said: "Virginia?"

"Yes," said the teacher, "Virginia and Virgin. Both these words come from the Latin word *weergo*." And then she called for another inflection.

It was just here that I begged for a word. (And I want to say that I have given a verbatim report of what took

place in the class-room that morning—a report taken from notes that I made on the spot). And I said to the class: “How is it that none of you thought of these words, Virginia and Virgin till your teacher virtually told them to you?”

The helpless and troubled look that had been in the eyes of the class disappeared in an instant, as I asked this question, and in its place came an expression of countenance which showed that the pupils were really thinking. After a minute of knitted brows a rather common, but very matter-of-fact looking boy raised his hand, and I said:

“Well?”

“Why, *weergo*, *weergeences* don't *sound* a bit like virgin or Virginia!” said the boy.

And an approving nod, that meant “You've hit it the first time,” went around the class.

Before I could say a word the teacher broke in: “Why, of course that's the reason. But the Latin word v-i-r-g-o would sound like the English words virgin or Virginia if only we could pronounce our Latin by the English method. I know that as well as anybody. But we can't pronounce it that way. I would like to teach it so, but I can't.”

“And why not?” I asked.

“Because I am not permitted to,” she replied.

“And why are you not permitted to?” I questioned.

“Because,” she said, “we have to fit our pupils for college, and the colleges require this pronunciation to be taught. So we have to teach it.”

I turned to the class and said: “How many of you expect to go to college?” and there were three hands raised. There were twenty-six in the class.

Then the recitation went on.

At recess I had a long talk with the teacher about the matter. She was a very sensible woman, it seemed to me, and among other things she said:

“I am thoroughly convinced that, so far as real benefit to the high school pupils is concerned, it would be far bet-

ter to teach them the English pronunciation of Latin. For the great bulk of these pupils, the chief benefit they will derive from their study of Latin will be the improvement of their English. Very few of them will ever go to college, and of those who do go, only a small percent will ever become Latin scholars to amount to much. Because," she added, "you and I know that the average college graduate never does get so that he can read Latin so very well, after all."

I nodded my acknowledgments to the mild impeachment, and the young lady went on:

"So it seems to me that the wise thing to do would be to do every thing in our power to make our teaching of Latin help the boys and girls in their English. Of course, the letters in the two languages being alike, they have the sense of sight very perfectly adapted to help them out in the derivations. And if they can add to this the sense of sound, it will just double their chances of success in the work."

It seemed to me she was talking excellent sense, but I ventured to say: "But did not the Romans pronounce Latin as you are teaching your children to pronounce it?"

And quick as a flash she replied: "As a matter of fact, no one knows whether they did or not. No one can tell now how the Romans pronounced their Latin. Some expert scholars have made a guess at it that has resulted in the method that most of the colleges now use. But no one *knows* anything about it."

I confess I was a little surprised, and because she seemed to know what she was talking about I asked her on what authority she made her last statement. I write her reply, just as she gave it.

She said: "I am a graduate of — college" (the word that should fill the blank was the name of one of the first colleges in this country) "and my instructor in Latin was one of the finest language scholars in the United States; and he told us in class, one day, that as a matter of fact, no one knew anything about how the ancient Romans pro-

nounced their words. And he further said that it was his candid opinion that so far as American students were concerned, it would be far more to their advantage if they were taught the English rather than the Roman or continental pronunciation."

"But," she added, as the bell rang, and the pupils began to file into the room, "it is the fad of the colleges to use something besides the English pronunciation, and as our school is an accredited school, the colleges mark out our work for us, and we have to come to it. I honestly believe it is all wrong, but what can I do about it? I am only an every-day teacher, and an every-day teacher has little or no voice in determining what her pupils shall study or how they shall study it."

Then she tapped the bell and called the next class.

After I left the room I made the notes from which I have written this out, and as I have looked at them and thought about them a number of times since then, I confess that the whole affair has made a great impression upon me. Somehow it does seem to me that this teacher is right in what she said. I wonder if there is any *good* reason why the American children in American High Schools should pronounce Latin by any other than the English method. I have asked this question of more than a score of excellent teachers in the last four weeks, and the only reply I have ever received is "the colleges require it."

Is that reason enough?

What do you think about it?—*Wm. Hawley Smith, in The Western Teacher.*

**The Child Problem, as Seen
by the Congregational Club
of Minnesota.**

THAT the growth and training of children is rapidly coming to occupy its true rank among sociological problems, is evidenced in no way more strongly than by the space devoted to it of late by the better class of newspapers and magazines. The following abstracts of the interesting and practical papers read at the recent meeting

of the Congregational Club of Minnesota, at Red Wing, are abridged from the excellent report printed in *The Chicago Record* of November 23:

THE DEVELOPMENT OF THE NORMAL CHILD

was the topic discussed by Miss Sarah C. Brooks, supervisor of primary grades in the schools of St. Paul. The child, she said, reflected the home and seldom rose above it. One needed to look abroad over the land only to see that the normal child is not so much in evidence as he ought to be. Many children are so wrought upon by the untoward influences of inheritance, lack of proper food and clothing, unwholesome companionship and general street education that, in the primary grades of schools they bear unmistakable evidences of mental and moral twists and physical ailments separating them from the normal. In some schools a large glass of milk would make an excellent beginning for a good many pupils.

The period in a child's life between five and seven years, she said, is that in which body and mind are in a state of harmonious development. At the age of seven a halt is called in mental development in order that the body may undergo certain modifications incidental to new and greater demands. The blood is called away from the heart and the brain lies fallow in a sense until this work is completed. Brain power increases from eight to eleven or twelve years, when it undergoes a remarkable decrease for a number of years. The greatest factor for victory in right living is that boys and girls are healthy young animals up to this period, and that they are the trusted companions of father and mother.

Again, at this later period, the brain lies fallow in the midst of the immense change taking place in organism and physical development, owing to a decreased blood supply. At this period, in many cases, actual evil is wrought to nervous children by efforts to make them meet the expectations of parents and teachers. Boys at this age take violently to football and various games calling for strength and endurance. They are responding to natural promptings and seniors are, wise in their generation who lay admonition and reproof upon the shelf to enter as heartily as may be into the wild, free life of the young savage. Patience may be strengthened, if we know that the boy is at least half muscle. Is it any wonder that he thumps and pounds; that he whoops and yells; that he seems to have twice as many hands and feet as he absolutely needs? He needs room—give it to him. He needs exercise—let him have it. He needs the trust and companionship of his elders—as you value the future of a free and unsullied soul, give him both.

To add to the seriousness of these years, she said, the laws of

heredity at this period assert themselves in a marked degree, making their final and forcible demand upon character. What matter at this time a few imperfect lessons, a little more noise in the house, a few fits of irritation, a sacrifice of personal comfort and ambition on the part of the elders, if out of the storm peace is born or if out of the struggle faith and hope are born? The schools without manual training are book schools, which minister to but one-half of the activities of the normal child. The day of dogmatic teaching is past.

The first standard of infant judgment is self—what is good and what is not good to the taste, attractive to the eye, soothing to the ear. Aside from home influences the community life of kindergarten and school furnishes abundant opportunities for toning down selfishness. We frequently hear that the teacher stands in the place of the parent, but seldom that the parents stand in the place of God, which is a more sublime and awesome fact. In their eyes, as in a shoreless sea, is reflected to the boy love unflinching. As he grows older he absorbs notions of all that goes to make a perfect home—harmony, justice, judgment, charity, courtesy, faith and reverence.

Precept and theology too early administered—and too frequently, without the proper accessories—are actual hindrances to spiritual growth. Reverent living and high thinking, as set forth in the lives of those whom the boy loves and as mirrored in the literature he is taught to take to his heart, next to human beings, work mightily upon the spirit. And over the apparent maze and tangle of interests and influences God rules and the normal child's development ends, by His grace, in the attainment of a natural and beautiful maturity.

THE CHILD IN ITS RELATION TO THE HOME,

was discussed by the Rev. George R. Merrill, pastor of the First Congregational Church of Minneapolis. Dr. Merrill maintained that the home is the solution of the child-problem. The failure of homes accounts for our institutions for children and their inmates. The first statement emphasizes the great American need; the second justifies the method and policy exhibited in such schools as this. The home is for the child. It is not fashioned by statute. It is such a union of a man and a woman that in very truth they have become a unit. The child is the expression and exponent in miniature of the realities actually joined in such a union. The nest is not more evidently for the bird than is the home for the child.

The function of the home is expressive, not repressive simply; to put in concrete form that which shall touch the child's life, the life of the kingdom of God. The relation of the home to the child is supremely a matter of spirit and temper. The child develops as the

pressures that are upon him, and the spirit of the home is constantly pressing on him as an atmosphere. That a child may not be in a home in vain requires but one thing, and that is that the tone and spirit and temper of the home shall be Christlike. This is not to undervalue methods and appliances; wealth, education and position can be used and well used, but it is insisted that the father and mother whose means are limited and whose culture is small may well and truly train their sons and daughters by being themselves, in the largest measure of their capacity, led by the spirit of God.

Red Wing is the seat of a well-managed "Training-school" for wayward children. It was natural, therefore, that interest should centre in the paper of Miss Grace Johnston, agent of the Red Wing School, dealing with

THE GRADUATE OF THE STATE TRAINING-SCHOOL.

Taking a typical lad brought to the school as an incorrigible or delinquent, she showed in a very entertaining way how this boy passed through the corrective training of the institution into a condition where he not only had the respect of others but of himself. Her type was in a sense a picture of the school itself, now one of the best known in the United States in training boys and girls who, through neglect or cruelty or evil surroundings have been thrown out on the world, handicapped by bad habits and by warped notions of right and wrong.

"A carriage drives up to the school. A man and a boy alight. The man is a sheriff or deputy. He takes a receipt for the delivery of the boy and a new pupil has begun his course. He is of necessity a child, for he cannot be over sixteen years of age nor under eight years. The commitment paper says that he was disobedient and impudent; that he ran away from home; that he stayed out nights; that he would not go to school; that he kept bad company; that he had bad habits; that he was not honest; that he was a bad boy generally—an incorrigible. It does not tell you, this commitment paper, what made him so—as Kipling remarks, 'that is another story.' His pocket—infallible proof of a boy's natural tastes, for where his treasures are there will his heart be also—has two packs of cigarettes, half a plug of tobacco, two or three cigarette-pictures, a jack-knife, a set of dice and possibly a few pennies or dimes.

"His eyes tell a story of their own in harmony with cigarettes and late hours. He has a neglected, homeless look, and every line of his face indicates the habit of his mind—reckless, defiant, intolerant of authority or restraint.

LAW OF OBEDIENCE TAUGHT.

"Obedience is the first law of the school, and since it is true that from the time of Adam and Eve the sins of the world have been brought about by disobedience, prominence should be given to the primal cause of his wickedness. When the reveille sounds he rises; when the order is given to march, he marches; when he is told to come, he comes; and when he is told to go, he goes. Not only is instant obedience required, but pleasant obedience is insisted upon.

"The boy enters upon a life of absolute regularity. He is clean; he goes to bed every night of his life at 8:30 o'clock; he gets up at 5:45 o'clock every morning—(a half hour earlier in the summer); he eats three plain, wholesome meals every day; he has regular hours for work and play. His body, weakened by the irregular life he has been leading, is refreshed and strengthened by the regular regime, and, from the stupefying effects of the excessive use of tobacco—and often liquor—his mind and nerves recover their normal tone. He goes to school half of the day; he works the other half, with the noon period and Saturday afternoon for play. All manner of boys' games are his and he has a half-hour's military drill after breakfast. Round shoulders straighten up, narrow chests expand and shuffling gaits disappear.

"He is entered in his proper grade of school and spends four hours every day during five days of the week in study in a school where there is no 'playing hookey.' School discipline is rigidly maintained, but extra credits are given for good work.

"Not many children are lazy—their activity improperly directed gets them into mischief. Keep a boy busy and make him happy and he is reasonably safe. In this school every moment is occupied. The new boy may be initiated into any one of eighteen trades. He cares for the horses and cattle, or works in the engine or dynamo room, or bakes, washes and irons, or learns the printer's trade—he enters into all the activities of the institution. Ten thousand dollars' worth of grading about the school grounds has been done by the boys; they have aided in laying out drives, making cement walks and putting down tiling, while the immense barn on the place is the work of the boys from foundation to peak.

"There are daily religious services, a catechism for the Catholic lads and Bible study for all. Industry, patience, self-control, the mastery over degrading habits—these are the results of the efforts of the lad in his new life.

TURNED OUT 'IN HONOR.'

"At last the boy who came with the sheriff stands again at the door of the school. He is 'in honor' now, as it is called; he is about

to leave for a furlough. His brain is clear, his heart is light, he is respectful and polite; he no longer thinks it a smart thing to be tough. He wants to prove to his world that he can be a gentleman and that he knows a thing or two worth knowing. Eight boys out of ten will tell the first persons they meet that they are out of the training-school—they are proud of it. When the boy leaves, he takes with him his furlough agreement, which is his diploma. He is not fully graduated, for by the law of the state he is under the legal jurisdiction of the board of managers of the school until he is twenty-one years of age. His home has been investigated and if unworthy in the sense of being degraded, inharmonious or unsafe for him to return to, a better home stands waiting for him and employment of some kind is ready to his hands. No period of idleness is allowed at the beginning of his new career in which to allow him to renew old acquaintances or to fall back into his old lazy, reckless ways.

"During the last fiscal year 174 children left the school—151 boys and twenty-five girls. The boys greatly outnumber the girls, the ratio being 6 to 1. Only one girl in the last two and one-half years has returned to the school in disgrace and only twenty-five of the 174 boys were returned for violation of their furlough—fourteen for unsatisfactory conduct and eleven for crime.

"So far as possible the graduates are sent into the country, unless they have shown an aptitude for a trade which can be followed only in town. During the last fiscal year twenty children came back to the school 'in honor'; the school welcomes them back, too, if they feel that they need help from falling again into old habits; then it helps them out again as soon as the child is safe."



The "George
Junior Republic."

THE following account of the "George Junior Republic," given by its founder and promoter at a recent meeting of New York superintendents, is taken from *The School Bulletin*:

He said that the George Junior Republic was the same as the big republic. If a boy steals, the sentence is one hundredth of that laid down in the penal code. He continued: "In 1890 I became interested in boys in New York city. I took some of my pet boys with me into the country near my old home. My only idea was to pack all the fun I could into two weeks. In an evil hour somebody sent me

a package of clothing to be distributed among the boys, and other things were given. The boys took these presents home and the spirit of begging was aroused. The parents came to me with stories of hard luck. The next year the churches of Ithaca and other places raised money, and I took a different lot. All the boys had heard about the presents and wanted to know what was to be given to them when they went home. A little black Italian girl asked me: 'What do you tink we are out here for, anyway?' They were getting more harm than good.

"In 1894 I got a dozen each of picks and shovels and put the boys at work. The first day there were not tools enough to go around, the next day there were just enough, the next there were too many, the next every boy had disappeared.

"Somebody sent a suit of clothes. I asked the boys what they called it worth, and we finally agreed that it was worth \$5. I told the boys I would sell it for that in labor. A boy named Jimmy Scully, from the East side, decided to work for it, and put in seven hours a day for five days. He has a good job now, but that was the first work he ever did, and when he got the suit as a reward for his labor he went off proud. By-and-by he came back and said: 'Vill yez lend me a flat-iron? I want to put some creases in my trousers.'

"(Other boys worked for clothing and became happier. That was the first step. The next was the question of punishment. I had 150 boys, and they stole green apples. The belief that green apples kill little boys is rank here. I expostulated. No good. Then I flogged them. One morning I punished 32 boys. They talk about corporal punishment in institutions. I don't see how you can help it. [Applause.] An institution is an absolute monarchy. But in a republic we do not need it.

"One morning I tried an experiment. I had a trial. Afterward I added a jury. They had to be punished and they hated to work, so one day instead of whipping a boy

I set him to picking up stones. They preferred whipping because when it stopped hurting it was all right.

"Presently the boys came in to suggest rules for punishment. I tried them, and found to my surprise that their rules worked better than my own. One day I put Banjo, a Paradise-park tough, in charge of a gang of workers. He did it better than an adult, and became one of my right-hand men. I made him keeper of the prison gang. As they could earn clothing, why not earn food? So the plan developed. Some would work better than others, so a system of wages followed; then a bank, a legislature, policemen, courts, judges, juries.

"So like a flash it came to me, why not a junior republic? It began in 1895 and the eye of the world was upon it too soon. I started with nothing—neither money nor backers. We have 40 acres of land worth \$4,000. I have now over 400 applications for membership. We have farming, carpentry, millinery and dressmaking. Some come voluntarily; some are sent by an organization or are committed. All money is voluntarily contributed. The children come to us for no definite time. They are of the worst class of boys, some of whom have served sentences. When criminals come to us we tell them that they must forget their history. They are inclined to boast of their misdeeds at first, but soon discover that crime does not make them heroes in our Republic."

**Art in
School Rooms.**

"NEXT to the introduction of 'scientific temperance' teaching," says the *American Primary Teacher* for December, "nothing has occurred, educationally, in fifty years so significant as the beautifying of the schoolrooms by the placing of works of art on their walls. There is now scarcely a city or town of any size in New England that has not one or more genuinely beautiful school buildings, because of numerous works of art, and this without the appropriation of a dollar from the public treasury. To attempt to name the schools or even

the cities that have made a record would be to make invidious comparisons. Nor should it be understood that this is in any sense confined to New England, for Denver and St. Louis have records that are not to be challenged by any New England cities, but, possibly, the adornment is more universal here than in any other section."

As a specific instance, *The Teacher* refers to the case of a school in Holyoke, Mass., in which the principal, Mr. H. B. Lawrence, has served for twenty-five years. Last May the citizens of Holyoke celebrated the anniversary of Mr. Lawrence's election by placing about \$2,000 worth of pictures and works of art in the school building, the selections being made from a list prepared by him. The classification is described as very thorough; so much so as to make the case almost unique. "Practically every great artist of all time is represented and most of the great masterpieces." *THE MONTHLY* does not advise any school to wait until the principal has served twenty-five years before trying the Holyoke plan. In a great many communities the people would do as well long before that time, and a few would decline to do anything. But two individuals in the whole Holyoke district did that. The Holyoke plan should spread.

**The
Ratio Fad.**

A VERY entertaining discussion of the ratio "fad," by Prof. M. A. Bailey of the Kansas State Normal School, in which the "deadly parallel" plays a picturesque part, occupied a page of the *N. E. Journal of Education* for November 4, 1897. Prof. Bailey returns the old Scotch verdict of "not proven," to the charge that "number is a ratio, and a ratio only."

**Shall we "Tell the
Truth" About
Santa Claus?**

LET those who feel the motion to rule out Santa Claus is seriously debatable, read the following before moving the previous question: "Let me tell you," says Jane Marsh

Parker, in the *Kindergarten Review* for December, what a bright woman said recently in the defense of Santa Claus when his extermination was pending before her club: "Is idealism," she asked, "to have no chance for culture in our educational systems? Are the poetical tendencies of children to be checked and suppressed, the wings of their imagination clipped short at the first flutter for flight from fact to fancy—from the realm of reality to that of the ideal? Santa Claus is a creation of the imagination. As a personification of the spirit of Christmas he is as much a fact as Thomas Edison, or Chauncey Depew. He is one of the poems of childhood, one of its parables. Do you tell the average child that the Jungle stories are not actually true? He will not thank you, nor could he tell you just how they are true to him—as true as that other story, and many like it, of the youth who climbed through snow and ice up an Alpine height singing "Excelsior!" He must believe it as fact in his early childhood to comprehend its full meaning later. Brand Santa Claus as a falsehood and where will you stop in your classification of the true and the false, for children, and what good will come of your branding? What you call false, because the eyes of your ideality are unopened, is the truth of truth to many children, to those who have the God-given instinct for recognizing invisible facts. Think of the boy Ole Bull, listening to the voices of the forest and the ocean—how easily the poetry of his artistic nature might then have suffered irretrievably from assault. Some of us see in the dominant tone of this discussion a danger threatening the proper mental and spiritual development of children; an indication that many intelligent mothers do not regard ideality as they should, and are too ready to prune and clip, with Gradgrind exactness, the little their children may possess, until they have no poetical imaginings, and are as incapable of producing a poetical creation, as children will be when the Gradgrinds have banished Santa Claus and much else."

**This Doctrine
Is All Right.**

COMMIT to memory, choosing the best things within reach in prose and poetry, but especially in poetry. Know many of these things in the dark. Know them when you are apart from books, or sick, or tired, or lonely. Then go away in thought with the poet, the hymn-writer, or the seer, with the wise and the good of the past or of our own time, and in the study of the imagination commune with them in blessed companionship. It is a great thing thus to hear what these men and women say or sing of nature, or life, or destiny. Consider also what higher life is assured to the boy or girl who begins all this in school days.

There are those who say: "Do not have a child commit to memory what it does not thoroughly understand." This shuts out all great things, and is almost equivalent to saying: "Do not have the child memorize anything that is worth learning." The best things the speaker has ever committed to memory he did not at all understand at the time, and their meaning even now is seen "as through a glass darkly;" but an earnest mother, whom long since he learned to revere almost as a saint, taught them because she knew them to be her own best treasure, and prayed that the child at her knee might one day come to the like blessed knowledge. Yes, teach at home and in the schools many good things, deep things, grand things, beautiful things that are not at all "thoroughly understood." If not to-day, or to-morrow, they will yet come back in benediction "after many days." Our best work is always for life, not for the next grade in a system of schools.—*J. P. McCaskey in the Pennsylvania School Journal, October, 1897.*



**Common
Sense.**

IN illustrating a lack of common sense that is not at all uncommon, President Seerley points out five directions in which false views of life are shown. 1. The importance given to professional success over manhood and womanhood. "All are more useful to the world if they will set the standard of manhood above

the standard of their vocations." 2. Among teachers, too, great value placed upon recommendations and credentials. 3. Neglect of opportunities for literary and artistic culture. 4. Waste of energy by unnecessary effort, such as persistent standing in school, that is, not sitting down, and general nervous strain. He says: "I have met five women in the last month who spoke exultingly of having broken down nervously, as if it were a tribute to their womanhood instead of a crime against nature and God." 5. Constant change of methods without sufficient test of those that are already in use in their schools.—*Pennsylvania School Journal*.



Why Not? THE question is also raised: "Why not begin Latin in college just as French and German are now begun?" "Is it fair that the many thousands of students in the newer parts of the country who have no chance to take Latin in the high schools they attend, where they yet prepare for entrance to certain courses in very respectable colleges, should be forever cut off from the chance of getting Latin?" This question is likely to be asked more and more insistently. The purpose of this paragraph is to state problems, not to solve them. It is clear that Latin teaching will yet furnish much material for experiments and discussion. Latin is a dead language, but a live subject.—*C. H. Thurber*.



Educational Co-operation. A VERY good example of what may be done by the school for the community is exhibited at Union Hill, New Jersey. The teachers formed an association, invited and obtained the co-operation of the school-board and people and thus hold large and interesting meetings monthly. The first meeting this year was addressed by Mr. Amos M. Kellogg.

These meetings enable the people and the school officials to come together; if the building is a good one, that is seen; if it is a poor one with bare walls, that is apparent. The

school thus comes to mean more to the people than a place where their children are drilled in the elements of knowledge—it is a place for general enlightenment.—*School Journal for December.*

Concerning Cribbing. ANOTHER temptation toward dishonesty, of which the schools are responsible, is where too much is made of "marks." Honest and thoughtful pupils see their fellows, whose knowledge of the subject is more limited than their own, applauded for a correct recitation although it was obtained at the expense of a peep into the book. Correct knowledge is not the end sought but a high "average." The attention of both teacher and pupil is concentrated upon reaching the next grade. The easiest way to get high "marks" is to cheat, and while a pupil would be horrified at stealing even a penny, it is easy for him to consider himself "smart" if he "gets ahead" of the teacher. There is no disgrace in cheating so long as he is not "found out." It ends, however, in blunting the child's sense of honor.

Only recently President Seth Low, of Columbia College, found it necessary to expel three students, prominent members of the class of 1900, for "dishonest practices." The college authorities declared that "cribbing" had been so much in vogue that it was absolutely necessary to make examples of the three culprits who were so unfortunate as to be caught. This evil is very insidious. There is no violent transition of character, but silently and surely the evil does its work. If young men in college have no honor, how can we hope they will make good, honest, useful citizens later in life? In cities we see in all public places, "Beware of thieves," and never once think of anything except the loss of money or personal property; but there are thieves who harm children more than these, and no thought is given to it. The parents who criticise a child's teacher and destroy that teacher's influence for good, and the trusting little ones' faith; the mother who relates before her child petty gossip

about a neighbor and steals his character; the persons who fail to keep appointments, and thus take another's time, which may be very valuable to him and which can never be replaced—what shall be said of these thoughtless people? They would be indignant if they were called dishonest, and yet what an object-lesson for little innocent children!—*Education Extension.*



Mark Twain writes for the November *Century* a tribute to his fellow-townsmen, the late James Hammond Trumbull. Mr. Clemens relates the following anecdote: "Years ago, as I have been told, a widowed descendant of the Audubon family, in desperate need, sold a perfect copy of Audubon's 'Birds' to a commercially minded scholar in America for a hundred dollars. The book was worth a thousand dollars in the market. The scholar complimented himself upon his shrewd stroke of business. That was not Hammond Trumbull's style. After the war a lady in the far South wrote him that among the wreckage of her better days she had a book which some one had told her was worth a hundred dollars, and had advised her to offer it to him; she added that she was very poor, and that if he would buy it at that price, it would be a great favor to her. It was Eliot's Indian Bible. Trumbull answered that if it was a perfect copy it had an established market value, like a gold coin, and was worth a thousand dollars; that if she would send it to him he would examine it and if it proved to be perfect he would sell it to the British Museum and forward the money to her. It did prove to be perfect, and she got her thousand dollars without delay, and intact."



**Some
Pertinent Facts.**

THE active members of the boards of education are watching with a great deal of interest the discussion now going on in all parts of this country in regard to manual-training schools. In many cities we find them established and doing apparently effective work; other boards are carefully considering their

establishment; just in the midst of the discussion there comes a new element. The trade and labor unions in some of our large cities are opposing them, claiming that improved machinery and inventions are rapidly doing away with the demand for artistic workmanship and that there is in this machinery age but little call for encouragement for skill in workmanship. On the other hand, there are many asking for the manual-training school; asking that their children be given the opportunity to become skilled mechanics, instead of day laborers. On this question, as on many another, the board of education is expected to decide in a way satisfactory to all concerned.—*Northwestern Monthly.*

**Three Approaches
to Literature.**

1. Go over it with the single purpose of raising in the mind of the child the question: "Is this right? Is it correct?"
 2. Go over it and have him point out to himself and you the things that are admirably said. Let him feel the difference between saying a thing and saying it well.
 3. Forgetting grammatical aspect and beautiful setting, lead him back to ask: "Is this a true thing? Can I live it? If I live it, can I live better?" When you touch a child on the side of the beautiful, you have touched him for good.
- When a child reads a piece of literature, we are too impatient to have him give it back to us and tell us what he has read.

Often the impression is as yet too fine and elusive to put into words. In an art gallery an impatient gazer asked a friend who was studying a picture: "Well, what do you think of it?" Without moving his eyes, the art-lover said: "I'll tell you when I get ready."

Any teacher who will drag from a child, before he is ready, his impressions of a piece of literature, does the pupil a violence.

When we give to a child the best in our language, we need not fear the result; it will work itself out in high thinking.

ing and noble living. The child will grow into a living realization of the legend:—

“In the midst of the beautiful is the good,
In the midst of the good is God, the Eternal One.”

—*President Brumbaugh, Juniata College.*



**Frances E. Willard's
Basis of Citizenship.**

“THE movement to train young people and children to a conception of the meaning of government by organizing our schools on the principles of a community is attracting much attention. Within a few years the study of nature has percolated down from the universities to the kindergarten, and the study of government seems likely to permeate all grades of education. As a teacher, I endeavored to place the school government in the hands of my pupils as largely as possible, and found that my confidence in them was honored by their devotion, and my belief that their own self-respect and their loyalty to the school and its teachers would lead them to a higher standard of behavior when they were themselves made to execute their own laws, was justified by the results obtained.

“True citizenship, like true manhood and womanhood, will come because we work it in early. When we train for stalwarts we shall have them and not before.”



**Still the
Children Thrive.**

“JOHN,” said Mrs. Wisely to her liege lord the other evening, “I want to have a very frank talk with you. Do you realize that the boys are old enough now to observe and are beginning to form their characters?”

“Of course I do. Great boys!”

“Yes, and we want them to be great men. They naturally look up to you, John, more than to anybody else. For their sakes you must be careful in what you do and say. You fell over a chair the other day and used some very improper language. I heard Willie repeat it when he stubbed his toe in the back yard.”

"The little rascal! He didn't?" chuckled the father.

"Yes, John, and they pretend to smoke cigars and pour drinks from an imaginary decanter. Can't you set them a better example?"

"Say, little one, I heard Amy playing keep-house one afternoon lately. When callers were announced she sent out word that she was not at home. When she did consent to receive any one she combed them down to beat the band before they were admitted. One was an old frump, another was an intolerable bore, and a third better a good deal be at home cleaning house or looking after her children. You couldn't have done it better yourself."

"I see what you mean, sir. No use of rubbing it in. But wait, dear," in a softer voice. "Let's both do better. It's for their sakes, you know."

"I'll go you," and they shook hands.

As John left that evening he slipped up on the front steps and made the air blue. Around the corner he lit his cigar. Mrs. Wisely had some animated gossip with a neighbor. And yet the children seem to thrive.—*Detroit Free Press*.

Saved
Twenty Cents.

A STORY is told of the late Baron Hirsch that conveys a valuable lesson. After writing a message announcing the gift of a fortune to a school, the great millionaire went over the telegram carefully a second time, condensing it so as to save a franc.—*Tit-Bits*.

The Liar
vs.
The Prevaricator.

I AM not at all sure in my own mind that a boy who tells me a downright lie, knowing it to be a lie, is not in a healthier moral condition than the boy who attempts to pass off a prevarication; the former knows where he is; he knows he is a liar; the latter is rather apt to deceive himself and he thinks he is a truthful person.

I have known boys come spontaneously afterward and plead guilty to having told a lie; I cannot remember an in-

stance of a boy coming to explain a successful prevarication.

I do not think we should pass too severe a judgment upon a child who tells a lie in self-defense to a grown-up person; we can be hopeful about such a child, and be confident that, when he is older and less afraid of the powers above him, he will cease to try to protect himself in this way; but I fear there is little hope for a boy who tells lies to his school-fellows.

Here, again, we must distinguish between lies which are told with a harmful intent, and mere "cramming," where the lie is not intended to be believed, but is a mere exercise of fancy and test of gullibility.—*Teacher's World* (by R. J. Stevenson.)

Commissioner Harris
on the Lesson of
Goethe's Faust.

SEMI-OCCASIONALLY some one repeats an observation which is, no doubt, original with somebody else, to the effect that the United States Commissioner of Education writes better than he edits. Doubtless he does. A man may do many things well, and yet almost necessarily do some things better than others. Dr. Harris is certainly a great writer, and his discussion of Faust, in the *New England Journal of Education* for September 16 and 23 is an example of his best. Faust is Goethe's solution of the problem of life, and Dr. Harris' exposition of it will repay study. Not all who read, or even study Faust, unaided, will see the conclusion that: "That theory of the Absolute that makes God a blind force or a formless essence, a great ocean of being—whose individual waves are human creatures destined to lose their conscious being when the surface of that sea sinks to rest—that theory is all a lie. Human life implies an infinite mother, a God of grace and loving kindness.

*Das Ewig-weibliche
Zieht uns hinan.*

It is, if I am not mistaken, the most interesting event in modern literary history that Goethe should conduct his hero from pantheistic agnosticism to Christian theism."



Editorial

**William Lowe
Bryan.**

DR. WILLIAM LOWE BRYAN, whose portrait appears in this number, needs little or no introduction to the reader of **THE CHILD-STUDY MONTHLY**. Not only has he written for this magazine, but he has been so active in presenting Child-Study, its need, best methods and results, at so many educational gatherings that all have come to know him. Professor Bryan has been closely identified with Child-Study ever since it began to take form in this country and is widely known as a lecturer and writer on the various phases connected with this new movement in education. Always a close student of educational problems, he was one of the very first to see the profound significance of Child-Study as a department of pedagogical investigation.

At the World's Educational Congress, held during the World's Fair in Chicago in 1893, when the National Child-Study Society was formed, he was appointed its Secretary and Treasurer. Owing to press of other duties he was compelled to give up this position and his resignation so crippled the organization that it never became very effective, soon giving place to the various state societies for Child-Study for which it so well prepared the way as a pioneer movement.

Dr. Bryan was graduated from the State University of Indiana in 1881, receiving the degree of A. B. In 1886-87 he pursued studies at the University of Berlin and from that time has been professor of philosophy in his alma mater. From 1891 to 1893 he obtained leave of absence from Indiana University to pursue special investigations at Clark

University under the direction of President G. Stanley Hall. At this institution he was honored with a senior fellowship during the entire period of his sojourn and at the expiration of these two years received the degree of doctor of philosophy. On resuming his chair at Indiana University, in addition to his classroom work he was asked to assume the duties of vice-president of the institution—a testimony to his executive ability, his popularity with students and the high regard in which he is held by his associates on the faculty.

While at Clark University Professor Bryan made a special study of the voluntary motor ability, especially of school-children, and the results of these investigations were incorporated into his doctorate thesis, entitled "On the Development of Voluntary Motor Ability" and published in the *American Journal of Psychology*, Vol. V. This piece of research has justly become celebrated, and is indeed a standard for all similar study and investigation. Other of Professor Bryan's writings are "Studies in Telegraphic Language" (in connection with Noble Harter), published in *Psychological Review*, 1897; "Plato the Teacher" (with Mrs. Lotta L. Bryan), *Scribner's*, 1897; article on "Child-Study" in Johnson's Encyclopedia; "Suggestions on the Study of Children" in *Transactions of Illinois Society for Child-Study*, Vol. I.; "Child-Study, Systematic and Unsystematic" in *THE CHILD-STUDY MONTHLY*, Vol. I.

From its very inception, though living in Indiana, Dr. Bryan has been an active member of the Illinois Society for Child-Study, being a most efficient member of its original executive committee. Never visionary, his suggestions were always practical. Always a serious student of ways and means, his advice was ever full of wisdom. The thorough-going success of the first Indiana Child-Study Conference held at Bloomington last May, planned, conceived and carried out by Professor Bryan, is of itself as high commendation as anyone could possibly desire.

Professor Bryan stands for, and has always stood for

two things in Child-Study. First, scientific study by scientists; second, common-sense study for practical purposes by teachers and parents—two essential articles in every well-rounded Child-Study creed. Professor Bryan's own praiseworthy work has comprised both the scientific and practical phases in a most wholesome ratio, giving it not only equipoise, thoroughness and finish, but also rare "power that makes for righteousness" in correcting improper methods of school work and in vitalizing and inspiring the teacher.

W. O. K.



Is There a
Santa Claus?

THOUGH Good Old Santa Claus always has a large constituency, there is always some sordid, acidulated individual who will prudishly prate about the "great wrong in permitting children to be deceived" by their belief in Santa Claus. How refreshing, on the recurrence of this perennial question, to read the reply of the illustrious Dana in the New York *Sun*, to a child's question—Is there a Santa Claus? How beautifully it reflects the love of his great heart for a little child. It reads as follows:

IS THERE A SANTA CLAUS?

We take pleasure in answering at once and thus prominently the communication below, expressing at the same time our great gratification that its faithful author is numbered among the friends of *The Sun*:

"DEAR EDITOR: I am 8 years old.

"Some of my little friends say there is no Santa Claus.

"Papa says 'If you see it in *The Sun* it's so.'

"Please tell me the truth; is there a Santa Claus?"

"VIRGINIA O'HANLON.

"115 West Ninety-fifth Street."

Virginia, your little friends are wrong. They have been affected by the skepticism of a skeptical age. They do not believe except they see. They think that nothing can be which is not comprehensible by their little minds. All minds, Virginia, whether they be men's or children's, are little. In this great universe of ours man is a mere insect, an ant in his intellect, as compared with the bound-

less world about him, as measured by the intelligence capable of grasping the whole of truth and knowledge.

Yes, Virginia, there is a Santa Claus. He exists as certainly as love and generosity and devotion exist, and you know that they abound and give to your life its highest beauty and joy. Alas! how dreary would be the world if there were no Santa Claus. It would be as dreary as if there were no Virginias. There would be no child-like faith then, no poetry, no romance, to make tolerable this existence. We should have no enjoyment except in sense and sight. The eternal light with which childhood fills the world would be extinguished.

Not believe in Santa Claus! You might as well not believe in fairies! You might get your papa to hire men to watch in all the chimneys on Christmas Eve to catch Santa Claus, but even if they did not see Santa Claus coming down, what would that prove? Nobody sees Santa Claus, but that is no sign that there is no Santa Claus. The most real things in the world are those that neither children nor men can see. Did you ever see fairies dancing on the lawn? Of course not; but that's no proof that they are not there. Nobody can conceive or imagine all the wonders there are unseen and unseeable in the world.

You may tear apart the baby's rattle and see what makes the noise inside, but there is a veil covering the unseen world which not the strongest man, nor even the united strength of all the strongest men that ever lived, could tear apart. Only faith, fancy, poetry, love and romance, can push aside that curtain and view and picture the supernal beauty and glory beyond. Is it all real? Ah, Virginia, in all this world there is nothing else real and abiding.

No Santa Claus! Thank God he lives, and he lives forever! A thousand years from now, Virginia, nay, ten times ten thousand years from now, he will continue to make glad the heart of childhood.



Child-Study is given prominent place on the programs of the various State Teachers' Associations convening during the holiday week. This is as it should be, for Child-Study has come to be recognized both as an educational fact and an educational force. Much progress has been made during the past year and the most noteworthy phase of this progress is that it has been intensive rather than extensive. There is a tendency to get down to business and while we may have less talk *about* Child-Study we have at least ten-

fold more real Child-Study than a year ago. Not only do we find that teachers are enlisted in the work but never before has there been so much interest aroused among parents. Mothers' Clubs, the Educational Departments of Women's Clubs, Mothers' Study Classes and Child-Study Round Tables are taking up the work in a practical way. This is as it should be. The interest of parents in the schools has never before been in such a healthy state both as to intensity and point of regard, and this is accomplishing much in bridging the old-time gap between home and school.

In the practical results thus far achieved Child-Study has more than demonstrated its right to exist as a distinct part of the educational movement onward and upward. This is being recognized by even the most somnific ultra-conservative educational journals. The same editors that sneered at Child-Study, not many moons ago, are now astonishing themselves as well as their readers with Child-Study Departments in their respective journals, and even if they do experience an uncontrollable desire to speak of Child-Study as a "fad" they seek some quiet, lonely spot in the woods and whisper their criticisms which formerly they shrieked out so boldly. We would not for a moment think of keeping them out in the cold, but respectfully invite them to ride, especially since the walking is so bad during the dreary winter months.



By a mere accident the signature of the author of the little poem entitled "Wisdom," printed in this issue, was omitted and the error was not detected until the "forms" were off the press. The unfortunate mistake was due to an oversight of the editorial proof-reader. It was contributed by Ruth Ward Kohn, a valued friend of THE CHILD-STUDY MONTHLY.



Among other articles the next number will contain excellent contributions by Dr. Chrisman on "The Religious Ideas of Childhood" and Mrs. Winfield S. Hall on "Are Moth-

ers Fitted for Child-Study." Both are superb. There will also be reports of the various Child-Study meetings held during the holidays.



Dr. W. O. Krohn will lecture at the Wisconsin State Teachers' Association at Milwaukee, Tuesday evening, Dec. 29, his subject being "Child-Study as Determining Educational Values."



CLOUDS.

In daytime clouds can see to float,
In far-off skies of blue;
But when night comes they are afraid
That they will tumble through.

And so the angels tack them up
Between the sky's blue bars,
Then, when the golden nails shine bright,
We say: "Oh! see the stars!"

—LYDIA AVERY COONLEY.



Chicago is emulating New York in providing courses of free lectures of high quality for the benefit of all the people. The University of Chicago, the Field Columbian Museum, the Art Institute and other institutions of the kind are supporting the movement, which is led by the school-board and urged on by the newspapers, notably *The Chicago Record*, which is foremost in every form of education-extension for the masses. The plan is not purely an experiment. It has worked well in New York. It will work in Chicago. It should be adopted in every live city, large or small.



Oberlin was the first college to grant degrees to women.



It is better, says Epictetus, for great souls to dwell in small houses than for mean souls to lurk in great houses.



Among the Books.

Familiar Features of the Roadside. By F. Schuyler Matthews. D. Appleton & Co. New York and Chicago. 12mo. 270 pp.

This book is a model as a successful endeavor to bring the facts of the various particular sciences into such form of charming narrative as to fascinate the general reader who is afraid of a scientific treatise or even a textbook. The book is a faithful guide-book of the roadside—not any particular roadside, but a typical one—like unto those along which every girl has gathered clusters of brilliant wildflowers and where she has seen the brilliantly colored beetles sapping the milkweed; or the road over which every boy has pattered in the dust or pressed the thin, warm mud between the toes of his bare feet as he essayed to catch gay butterfly flies, snare nimble grasshoppers, fight bumblebees, or by which he would pick blackberries from the bushes that escaped the farmer's scythe.

The book tells of flowers, shrubs, birds and insects. These are described in untechnical language, with the Latin names thrown in for good measure for those who care to know them, making not only a fascinating book, but also a valuable guide for a highway stroll. The book is beautified with many half-tone, full-page scenic illustrations and the various plants, birds, flowers and insects are accurately sketched. One of the most novel features of the book is the author's presentation of familiar bird-songs by means of musical notation.

It is a most valuable reading book for pupil, teacher or the man of affairs. Both from the point of view of context and that of mechanical make-up, the book is a gem.

W. O. K.

Stepping Stones to Literature.—A Series of Graded Readers for Primary and Grammar Schools. By Sarah Louise Arnold, Supervisor of Schools, Boston, Mass., and Charles B. Gilbert, Superintendent of Schools, Newark, N. J. Silver, Burdett & Company, Publishers, Boston, New York and Chicago.

If the First and Second Readers which we have on our table are a fair criterion of what this series is going to be

when completed, we are justified in saying that "Stepping Stones to Literature" will prove to be the best series of readers ever issued. The first two readers are excellent from every point of view. They are certainly the product of every-day experience in the schoolroom, and this is one reason why the authors have kept in mind the child's point of view as well as that of the teacher. They are books which children will thoroughly *enjoy* and at the same time they lead children to *love* good *literature*. The books show that they were not hastily put together in a hit-and-miss fashion, but are the result of the most thorough, painstaking care and study. This has led to a well-wrought, harmonious plan throughout. They are also practical in method and will prove excellent as readers in any school.

The books are profusely illustrated in an artistic manner. The illustrations not only possess superior merit but are well suited to the accompanying text. The type is excellent, except that in the First Reader it is a trifle large. Too large type is as injurious to the child's eyes as type that is too small. The paper and binding are superb. What a delightful change these books are from the old style, dry-as-dust, scrappy readers. They cannot help but newly inspire the teacher and newly enthuse the children. Such readers as these serve to completely rejuvenate reading work in our schools.

W. O. K.



Undine. A tale by Baron de la Motte Fouqué. Translated into English by Abby L. Alger. Ginn & Co., Athenæum Press. Boston and Chicago. 106 pp.

One of the best-known, most appreciated of the German classics, is here put into excellent English. This story has always possessed a rare charm because of the extreme grace and delicacy of style, alike in its substantial basis of healthy sentiment, as well as in its form of expression. The portrayal of the scenes of the story—forest, lake, stream, sky, clouds—is done with such elegance of diction that one is unconsciously carried into a state of profoundest admiration and love of nature. The human characters are presented in a style equally charming and with such clear word-pictures that they become real personalities rather than mere verbal descriptions. They are felt and enjoyed as real, living beings. Take, for example, the beautiful central character of the heroine—Undine—resembling the fanciful creations of Greek mythology, but made

more interesting and enriched by means of associations borrowed from the more romantic Norse atmosphere. The peculiar originality of the tale, with its charming style, has given it its high place among literary classics. The significance, beauty and ethical value of his story are of the highest order. The book will exert an educational, moral influence on those into whose hearts and minds the pages distill their magic quality. The translator is to be congratulated on having done the story into such good English without marring in the least the efficacy and beauty of the original tale. The publishers, ever on the *qui vive* for good literature for our schools, are to be congratulated for making this work available to English readers. W. O. K.



Child Study. A working system for schools. By Dr. Maximilian P. E. Groszman. C. W. Bardeen, Syracuse, N. Y., 70 pp., 50c.

This book is just what its title bespeaks, a practical guide for Child-Study, written by a man who is acquainted with the best practical methods as well as the history and theory of education. The book is based quite largely upon empiric facts gained by the author from his connection with the Ethical Culture Schools of New York City. The special tests of pupils comprised among others the following, which were incorporated into the pupil's records:

Defects of hearing, defects of sight, speech defects, ear and eye-mindedness, manual efficiency, healthy, delicate, nervous, attentive, retarded development, obstinate, lazy, bad-spellers as well as fifteen other points.

A valuable suggestion is found in the reports of the two school physicians associated with the Ethical Culture Schools. Their examination blank is subjoined, and its use no doubt led to the discovery of many incipient diseases as well as the furnishing of an accurate physical history of each pupil. The only criticism of the book is that it is too meager, and for this reason does not entirely represent the work actually accomplished by Child-Study. But it is excellent as far as it goes. Bardeen has gotten it up in handsome form. W. O. K.



Stories of Long Ago. By Grace H. Kupfer. D. C. Heath & Co. Boston, New York and Chicago. 176 pp.

These old stories in their bright new dress serve to gratify in a wholesome manner the eagerness of boys and girls

for fairy tales. We all recognize the fact that we cannot rule out of our educational creed or pedagogical practice the activity of the imagination in childhood. School reading can never be made an effective means of education unless it be also made a pleasure. Myths well serve this purpose and in this little book Miss Kupfer has gathered together the most pleasing of the Greek and Roman myths, those that will surely interest all children, presenting characters that will be met with again and again in literature and art.

Many poems are introduced in connection with the myth stories. These are selected with such care that they will serve to introduce children to our greatest authors and also cultivate a taste of what is best and purest in literature. The full-page, half-tone illustrations are reproductions of the world's masterpieces. We can not commend the book too highly. Its use will more than demonstrate its merit.

W. O. K.



First Reader of the Home and School Series by Lilian Taylor. Eaton & Co. Chicago. 144 pp.

Miss Taylor has succeeded admirably in giving us a real "Home and School" reader for young children, for she records not only the child's experience in the primary school, but gives much that relates directly to child-life in the home. As principal of the Galesburg Training school Miss Taylor has become excellently fitted to select material suited to the tastes and capacities of various children. The book comprises good literature, nature study, songs, poems and kindergarten work that experience shows are of real vital interest to first-year children. The occupations of drawing, paper-cutting and writing are well provided for by Miss Taylor. Rare judgment is shown in presenting some of the lessons in the children's own words, as given by them in her own class exercises at the blackboard or in the reproduction of stories. The book is constructed along Child-Study lines in that Miss Taylor's large experience in the successful teaching of children has led her to the same conclusions as to pedagogical methods as those obtained by the most painstaking Child-Study researches. Mechanically the book is a beauty, daintily harmonizing with the beautiful lessons so carefully devised and selected by Miss Taylor. The presentation of the flowers and fruits in their

natural colors is artistically done, and will serve to make the interesting lessons and exercises even more fascinating.

W. O. K.

School Gymnastics. By Jessie H. Bancroft. E. L. Kellogg & Co. New York and Chicago. 300 pp.

This is a book of practical school gymnastics covering the entire work of eight grades—from the primary to the highest grammar—and is based upon wide experience. Each grade's work is arranged in eighteen lessons extending over half the school year. There are two divisions, "free hand" and "light apparatus work," that are comprised in these exercises. The apparatus work is calculated to develop greater muscular strength and skill while the free-hand exercises are to correct defects of posture and carriage. It is no longer necessary to discuss the advisability of including physical training in the school course. All concede that the school must provide for the physical as well as the mental welfare of its pupils; otherwise it is not doing its duty.

This book is well calculated to serve as a practical guide for schoolroom gymnastics. One commendable feature is that the author does not seek to foist the Swedish system as such, or the German system as such, upon American school children. It has rather been sought to combine the two systems and in a large measure his endeavor has been successful. Some places this combination has been made at the expense of the better elements of the German system, but to no serious extent. What we want in our school, and the author has recognized this, is not directions as to how to make a "Delsartian bow" but something that will provide for real physical training something that will physically rejuvenate the child who is compelled to remain quiet for nearly five hours every day. The book is profusely illustrated and its instructions to teachers are so clear that difficulty will be experienced in its use by any teacher, whether she has had the advantages of systematic physical training or not. There is certainly a wide field for this excellent book.—W. O. K.

Singing Verses for Children. By Lydia Avery Coonley. The Macmillan Co., New York, N. Y. \$2.00.

This beautiful book is all that taste and talent can make it. It is a result of the combined efforts of Frederic W.

Root, Eleanor Smith, Jessie L. Gaynor and Frank H. Atkinson, Jr., who have written the music, Alice Kellogg Tyler—the artist who has made the book exceedingly attractive with a wealth of dainty illustrations—and Lydia Avery Coonley, who has written the words of all the charming songs with a naturalness and smoothness that are indeed rare. The publishers should congratulate themselves in producing such a volume as “Singing Verses for Children.” Two dollars may seem to some people a high price for a music book, but for a book of poems, a book of songs and an elaborate work of art all combined in one, the price is very low. The songs might be used either in the kindergarten or school and, above all, it could be effectively used in the home where an occasional hour of song, participated in by the children would be of untold advantage to every member thereof. The words, music and pictures are all new and each have much that is highly commendable. The little selection in this number of *THE CHILD-STUDY MONTHLY*, entitled “Clouds,” is one of the beautiful songs that we have taken the liberty to select from this exquisite book.

W. O. K.

Stories of American Pioneers, an account of Daniel Boone, Fremont, Kit Carson, Lewis and Clark. Educational Publishing Company, Boston and Chicago. 173 pp., 50 cents.

Just the book for American children. We are beginning to recognize that some of the healthiest food for the child's imagination is found in the Pioneer Stories of our own country. Founded as they are upon actual facts of history, they include an element of healthy adventure. These stories are well written and their compiler certainly had both the teacher's and the child's point of view in carrying out his work. There is nothing of that unwholesome element found in so many books of adventure and there is no trace of the namby-pamby, reward-of-merit style found in some of the weaker, insipid specimens of so-called literature prepared especially for children in these latter days. We have read these stories of these American heroes with much interest. Our only regret is that we had no such book in our own boyhood.

W. O. K.

Don't fail to read the notice of Johnson's Universal Encyclopedia on the third page of *THE CHILD-STUDY* cover.

It has been unanimously adopted by the Boston Board of Education, and also in many other large cities. Supt. Lane of Chicago and his assistants have unanimously recommended that it be adopted here instead of the International.



MAGAZINES.

An important feature of the *American Monthly Review of Reviews* for December is the book department, which occupies 23 pages, with numerous illustrations, and deals with the publications of the season. Dr. Albert Shaw writes on "Some American Novels and Novelists." Another chapter is devoted to "Books for Children and Young People" and a third to "Other Books of the Season," followed by classified lists of titles.



The Kindergarten Review, under its new editorial management, grows better and better. The December number was Christmas and Santa Claus from cover to cover and was alone sufficient to carry any kindergarten or primary teacher over the season, which always so imperiously demands "something new."



New York Education is a new journal, published at Albany, and devoted to New York state educational work and interests." No. 3, of volume one, is the first we have seen, but the editor seems to have "struck his gait" already. THE CHILD-STUDY MONTHLY wishes the venture unlimited success.



If the *Northwestern Monthly* continues to grow and improve as it has done for a year or so, it will soon be at the very head of the procession. For some reason, it has not reached our table for several months, and the December number is a surprise which moves us to congratulate Brother Miller most heartily.



"The cheerful teacher stands a hundred times the chance for promotion that the uncomfortable teacher has. There is a popular saying that the teacher who wants everything different has reached a place in her experience in which nothing will ever be advantageously different."—*Albert E. Winship, in Primary Teacher.*



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BOOKS ON CHILD-STUDY.

The Psychology of Childhood. By Frederick Tracy, Lecturer in Philosophy the University of Toronto, with introduction by President G. Stanley Hall. Cloth, 183 pages, 90 cents.

Child Observations. First Series. Imitation and Allied Activities. By Students of the State Normal School, Worcester, Mass., with an introduction by Principal E. H. Russell. Cloth, 350 pages, \$1.50.

This is believed to be by far the largest collection of facts of child-life ever given to the public. It exhibits by more than twelve hundred instances carefully observed and accurately recorded, the operation of the faculty or instinct of imitation in children, covering the period between the first and fifteenth years of life.

Comenius' The School of Infancy. Edited by Will S. Monroe. Cloth, 116 pages, \$1.00.

An essay on the education of youth during the first six years. With introduction notes, portrait of Comenius and bibliography of Comenius literature.

Habit in Education. An essay in pedagogical psychology. Translated from the German of Radstrick, by F. A. Caspari, with an introduction by President G. Stanley Hall of Clark University. Cloth, 124 pages, 75 cents.

Pestalozzi's Leonard and Gertrude (Channing). 193 pages, paper, 25 cents; cloth, 90 cents.

If we except "Emile" only, no more important educational book has appeared for a century and a half than "Leonard and Gertrude." *The Nation.*

Milneson's Early Training of Children. 17 pages, 75 cents.

The best book for mothers I ever read.—*Elizabeth P. Peabody.*

Herford's Student's Froebel. 18 pages, 75 cents.

This little book gives those preparing to teach a brief yet full account of Froebel's Theory of Education.

Rousseau's Emile (Worthington). 157 pages, paper, 25 cents; cloth, 90 cents.

Perhaps the most influential book ever written on the subject of education.—*J. H. Quirk.*

Peabody's Lectures to Kindergartners. 25 pages, \$1.00.

The best book outside of the Bible that I ever read.—*A Leading Teacher.*

Descriptive circulars free on request. Books sent postpaid on receipt of price.

D. C. HEATH & CO., Publishers, Boston, New York, Chicago.

THE CHILD-STUDY MONTHLY

FEBRUARY, 1898

Vol. III & No. 3



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Motor and Sense Training.

THE PLAY SPIRIT.

ONE of my young friends was once on a musical program. When her turn came to play a difficult concerto she chuckled in the ear of her teacher: "Oh, Miss W., isn't this fun?" That spirit was worth something in that class and beyond.

Some weeks ago the paper announced a new theory of the sun's light, propounded by Eighty-eight-year-old Dr. Adam Miller. "Of late," said the article, "he has been badly handicaped by the absence of sunlight, but when the clouds finally dispersed he pitched into his investigations *with the delight of a youth of twenty.*" We rightly regard a man who can do a dry or difficult thing with delight, quite a superior being. It is this buoyancy that lifts the best of us above the state of driven cattle into that of the hero. It enables us to say "Thy will be done" with alacrity. This play-way is the poet's thought-method, and the poet is thus characterized by Emerson:

A moody child and widely wise
Pursued the game with joyful eyes
Which chose, like meteors, their way,
And rived the dark with private ray.

The mission of the poet as seer, who divines afar what the slower scientist pursues to prove, is not a trivial one. Play is not a question of seriousness nor of triviality; it is a mode of thinking, just as music is a different thought-mode from ordinary speech, and may be either profoundly serious (not depressed) or lightly gay

One of our principals recently said: "It is all true, what has been said here. It makes me sad to see my fourteen-year-old children obliged to give up their childhood and spend three, four, five hours at home over their high-school books that are just dry to them." Whatever other considerations also bear on this case these children had not acquired a play interest in their studies.

Like gold in the sands, which we have turned to use; like electricity in everything, which we have harnessed; like aluminum in common clay; the spirit of play is with us. As aluminum is destined to replace the heavier metal that has given its name to a culture-age, this play-spirit can be made to do educational work that has heretofore been done by clumsier means.

Play has been so long associated with what is wasteful and frivolous that it suffers to-day from the same contempt meted out to woman during the monastic centuries. To legitimize play in the schoolroom is only at last recognizing the right of the child to his childhood. It is his mode of doing—thinking. The misjudging of this child-mode of thinking has done violence to child-nature, has too often darkened mind and disposition. It has driven more than one child to the belief that he must be all wrong and absolutely incapable of doing anything right.

In the days when happy children shall have come into undisputed possession of their own life, for which they need no longer do penance, they will have just as much cause for deifying their collective saviors as the childhood of the race had for deifying theirs in a Prometheus who stole fire from heaven for them.

GAMES.

I am almost afraid to talk specifically of games for fear of being misunderstood, the word calling up in many minds only a few games, and these perhaps accompanied by damaging associations. Perhaps all the games and devices at hand this moment might not be sufficient for our purpose in quantity or quality or adaptability. But games may be

made to do almost any amount of work, physical, mental and moral, by adaptation and by the origination of new ones.

Whatever the child regards as play, whether making a chicken-coop or a rush for goal or a visit to the fields, may be made the means of educating him in the most economical way, for he entirely approves. In the pursuit, the senses and mental faculties are trained. We all know that games demand close application. An opportunity lost is an irrevocable loss that the child-mind can very well compass. Where, in our human (in the sense of artificial) system, can he find a better analogy to the inexorable workings of cause and effect within (to him) comprehensible limits? This is the happiest way of training the attention, the fundamental condition for learning the three R's.

The possibility of satisfying the child's love of the dramatic opens up another opportunity. I shall just take time enough in this connection to repeat a remark I heard a lady make which supports this view: "What charms has the Introductory Fourth Reader to a member of a gang of boys who delights standing under steps with a dark lantern, with perhaps a possible chance of outwitting a 'copper?'"

Children, like adults, must see a purpose before they can put forth their best efforts; and a game furnishes a purpose that the child can see. The habit of pursuit for a purpose is of itself valuable; but further, with the range of the seeing eye extended by sense-training and by conditions of fruitfulness, the eye that looks at first as far as it can, because the child likes to play, may learn to see as far as the poet and as joyously—as deep as the scientist.

A game is a complex thing, like life; indeed, all life may be mirrored in it. The chief aim of one class of games, of which the tug-of-war is the type, is physical relief and a consequent mental exhilaration. The bankers who met in agencies to consider weighty financial questions, some time ago, found it desirable to indulge in egg and sack races between deliberative sessions. Motley says: "The greatest

historians of the Netherlands often relieved their elephantine labors by the most asinine gambols."

Interest in anything grows with acquaintance. There is always a beginning. The momentum acquired in this kind of game carries the pupil through the comparatively unfamiliar and dry work which no one denies must be done. Accumulating interest gives him an interest in its further pursuit. The highest interest is a play-interest. We have repeatedly said that the pupil ought to leave school with a love of good literature; meaning, of course, that he should delight in it, have a play-interest in it.

THE GYMNASIUM.

The exercises of the gymnasium, though aiming chiefly at physical development, result in the same mental vigor and flexibility as these games.

In our school, where the once unused and desolate halls are now filled with troops of happy children whose eager faces show no reluctance, we find the gymnasium the ideal training-ground for legitimate freedom, a meeting-place for teacher and pupil, where the pupil entirely approves. I might have made the same observation of games, by the way. The fact that the teacher (who may never have seemed so sympathetic elsewhere) co-operates with the child in something that he so emphatically approves, makes possible a kindlier relation between teacher and taught, and pronounces the gymnasium a great leveler and harmonizer.

PLAY.

There are two other kinds of play that I must speak of. The principal aim of the first is the exercise of memory and imagination, and these may be saddled with much content, the amount depending on the subject about which each is made to center. For illustration I will describe the use of the animal-guessing game. In this the children accept everything supplementary for the sake of the game.

Pictures are distributed. One child has all the lions, portrayed in various activities and environments; the next

has all the deer. There are enough such sets to supply every child in the room. The children are permitted each to look at his own set whenever they have leisure. Then the pictures are passed along to the next and the next. Each child, in this way, sees all the sets in the course of time.

After this stage of pleasurable seeing, the children ask questions of the teacher, who has fortified herself in the meantime with information. Then comes a time when the teacher asks questions intended to give a geographic bent to the exercise. Through their interest in animals the children are led to a fair idea of extra-human geographic conditions, locations, directions, land and water, climates, vegetations, fauna.

Now they are ready for the "Jungle Book" and the game. "I'm thinking of a two-legged wild animal; what is it?" It is gratifying to know that the children, as they guess, "Is it a pelican?" "A bittern?" "A flamingo?" "A quail?" have pictures of these birds in their minds and not symbols. The game may be varied by adding descriptions.

The chief aim of the other kind of play is initiative. This requires special conditions and time. I must content myself with referring you to Dr. G. Stanley Hall's account of a summer spent by several boys on a sand-hill. It is well worth reading. The field work which will come later under sense-training offers another opportunity for the initiative in play.

SENSE-TRAINING.

Oh the world is so full of a number of things,
I'm sure we ought all to be happy as kings.

—Robert L. Stevenson.

Years ago I had a school of six rooms in a rented building. The door of one room led directly into the next. One day a man came and nailed a number on the door leading out of the lowest room. The little beginners were working away with their pencils, tongues assisting, in dead

earnest. While the man was pounding away one little fellow solemnly rose and announced, "I loik that noise!" and sat down to his scratching as if nothing had happened.

Again, one morning we found the window frosted with paint. Silence when I entered. Up rose, in the same serious manner, peculiar to beginners, another child, to make the announcement: "It looks like there was snow on the window." Could you ask for more spontaneous or more authoritative evidence that there is a vacant place for sense-training? The physiologist says that the cells of the sense organs need discharge as well as other cells. The child says the same thing when he says he *likes* to *hear sound*, he *likes* to *see white*.

It is my professed business to enlarge the powers of the child. Now, I know that the modern world has a larger range of color-perception than the ancient; therefore, this color-perception is capable of development. Color plays a conspicuous part in the professions, sciences and industries. Ask the astronomer who detects an ingredient element by the color of the flame; ask the railroad examiner who yearly turns away an incredible number of applicants because of color-blindness which psychologists say is not congenital, but an atrophy through lack of use. Here, then, there is a call for training, and a corresponding readiness on the part of the next generation to receive the training. And so one might go on to cite equally cogent reasons for training the less intellectual senses, hearing, touch and muscular sense, as well as sight for other than color-perceptions. It is obvious that this is not the end of sense-training. Besides evolving power, this kind of training must open the door to storehouses of data and experiences.

The element of sense-training may not always be evident in what follows, but it is there, nevertheless, in full force; it may be lost sight of in the growing complexity of the subject as we advance. Literature is the repository of all modes of thinking, doing, locked up in symbols. We have been giving to juveniles these locked-up results of ex-

perience, and are surprised that by merely chanting the symbols they cannot unlock their meaning, and are unfit for dealing with first-hand experiences of their own after eight years of juggling with symbols. Our best literature presupposes a sympathetic acquaintance with nature. Its messages are conveyed in pictures; its medium is the language of sense. And the reader is able to arrive at the master's meaning locked up in the pictures only as these have previously come within the range of his experiences. I called at the high school a few weeks ago. The physiography teacher there had his problem. He was required to teach the principles of his subject, and the pupils were utterly unprepared with the necessary data. Natural phenomena should be perceived—and perceived in relation—long before the student meets with allusions to them in text-books or literature. For they are the means by which a writer arrives at the commanding thought which makes the books worthy of study. And the student should not be hampered by lack of familiarity with the steps by which he climbs to that thought.

One day last spring the sod in a certain lot felt the tread of many little feet. Here the silver poplar leaf was not merely a leaf that was dark green on the upper side and white on the under. It was one of myriads on a silvery parent stem, surrounded by a numerous progeny growing about in the same field. The stilly repose of the warm grass; the protective blue of the sky; the cheerful note of the yellow warbler in the high tree-top; the hurrying flight of the bee; the odor of blossoms, of leaves, of earth; the feel and the sound of the breeze; all these, and more—little fancies; “premonitions of the unseen;” analogies—these were carried back to the books from an hour in the field.

In this out-door work-play, slight but definite guidance is sufficient to fix the hungry senses and start the play of spontaneous imagination and inference about a center. There is a tremendous reason for keeping each new generation close to nature with wide-open senses. We cannot

get away from society. Society represents strong authority. Its degenerate tendencies must be corrected by those that come from the healthy out-door influence of nature as distinguished from that corraling of nature into human society which has all the disadvantages, as well as the private benefits of a close corporation. Let us educate a race of Antaeuses to keep us sound, and parallel with the inexorable laws of the universe.

The advocates of motor and sense-training do not assert that what has been done by them is more than a step, but they believe that one to be the step in the right direction. "A second step would enhance immensely the first step."

LUELLA HEINROTH.

Schiller School, Chicago.



DON'T MENTION THE BRIERS.

I once met a little fellow on the road, carrying a basket of blackberries and said to him:

"Sammy, where did you get such berries?"

"Over there, sir, in the briers."

"Won't your mother be glad to see you come home with a basketful of nice, ripe fruit?"

"Yes, sir," said Sammy, "she always seems glad when I show her the berries and I don't tell her about the briers in my feet."

Why should we not use the same wholesome philosophy in our daily lives—think only of the berries and say nothing of the briers?



By some mistake a plate of cheese, not quite fresh, was put upon the table before it was discovered to be "occupied." "Why that does no harm," said one member of the family, "just rattle them out and eat the cheese." After a minute the five-year-old was asked if he would have some. With a rueful face, he replied: "I don't like rattlesnakes."



Are Mothers Fitted for Child-Study?

IT IS universally admitted that the mother, of all persons, has the best opportunity for the observation of infant and child-life. But, it is said, she is not sufficiently unbiased in her judgment nor sufficiently scientific in her training to be a valuable worker in the field of Child-Study and we must therefore look to those having better judgment and superior training, even though their opportunity for observing is less favorable.

Where shall we look for these individuals? Not among the feminine relatives of the child, for, being trained in the same schools and under the same conditions they are, as a rule, not better trained, while observation reveals the fact that they are scarcely less biased in judgment. Nor can they be found among teachers in the common schools. They are able to do valuable work in certain phases of the subject but usually do not have access to children under school age.

The father has the same affection for and pride in the child and has therefore the same reason for bias of judgment. If the father and mother were equally well trained it seems reasonable to suppose that they would be equally well adapted for Child-Study.

The men and women who have had a scientific training and special preparation for work in this field are the ones pre-eminently fitted for the task and can do work not possible to anyone else.

The high grade of scientific work done by women in the higher institutions of learning, not only in our own country but in Europe, has prepared many mothers for scientific

Child-Study. There remains, however, a large number of mothers who, though not prepared for scientific work, are fitted for practical Child-Study; *i. e.*, a study which may add nothing to the sum of human knowledge, but which will increase her efficiency as a mother and in this way affect the child and the race.

The most satisfactory method for this practical work is to choose a small portion of the field and work it deep. It matters little what portion one undertakes if in that limited area he does thorough, systematic, conscientious work, using the child as the basis of observation and the literature of the subject simply as a means to a better understanding and classification of the observations.

There is more mental power gained by the actual discovery of one small truth—new only to himself though it may be—which the discoverer has deduced from his own observations than from years of reading and absorption of the ideas of others.

A few of the subjects adapted to mother-study are: Food, clothing, periods of growth, arrested development, development of the senses, fatigue, imagination, temperament, games, language, child government, stories and their effects, effects of nature-study, punishments and the development of the religious idea.

A study of any one of these subjects will lead to the same end; namely, a deeper interest in the child, a better understanding of his individuality and an improved method of dealing with him.

If, for example, one undertake the subject of "Foods," she must learn the constituents of foods; of their bone, blood and muscle-making ability. She must know their astringent and laxative properties, their heat values and the general requirements of the body in these respects. Meanwhile she makes careful observations upon the child and ascertains what his physical condition is; his temperament; his food preferences—how much natural, how much artificial—the effect of different foods upon his organism

and the mental attitude of the child in relation to its food; *i. e.*, whether taken for its nourishment or for the pleasure of eating. Thus the mother's study has taken her into a study of the chemistry of food, physiology, hygiene, periods of growth, temperament, likes and dislikes, heredity habits, child-government and psychology.

If the subject chosen be Games, the mother watches her child at play and finds that his games may be classified as physical or mental in their development. From further study she arranges them under games of action, imagination, imitation, emulation; of sense-training and observation-training.* She studies the physical and mental educational value of the various kinds of games. If they are for physical development, what muscles are brought into action? What power of co-ordination do they give? If for mental development, which qualities do they cultivate, and are these the best ones to cultivate in this particular child? She finds that at different periods of his growth he demands different kinds of games, and she compares this game-development in the child with the game-development of the race. She notices that the child has strong preferences for certain classes of games. She sees his individuality expressed in his play, as at no other time. Where did he get these traits? Are they hereditary or are they due to environment? How much of what she finds is due to her mode of government? How it can be improved and what are the processes of mind are her next subjects for study. From mere games she has been led into a study of education, physical culture, physiology, hygiene, fatigue, interests, temperament, heredity, race-development, child-government and psychology.

Suppose one take up Temperament. After taking a few observations the mother is likely to find her knowledge of the subject too limited even for the taking of intelligent notes.

*Classification given by G. E. Johnson in *NORTHWESTERN MONTHLY*, July, 197.

After learning to recognize different types of temperament and their compounds, she learns the relation between temperament, and the government, environment and food supply of the child. Studying her child, she is able to classify him as to temperament, to note the good or ill effects of different foods and the changes to be made in his clothing. She finds, perhaps, that her management is not perfectly fitted to the child's temperament, and that his irritability, his sullenness, his listlessness may be due to some wrong adjustment, to his peculiar needs, to heredity, to want of exercise, etc. She must study into food, clothing, physiology, hygiene, habits, heredity, child-nature, child-government, punishments, imagination, psychology.

These examples will suffice to illustrate the way in which any phase of Child-Study leads into the whole subject. In all this work the one indispensable aid is the carefully kept record. No accurate knowledge of development can be obtained unless observations are taken and recorded at the time of their occurrence. To keep such a record takes time, and mothers object to it on this ground.

Most mothers will have to give up something in order to find time for record-keeping. It may mean a sacrifice of the ruffles and tucks on the little garments, of the literary club, or some of the numerous social functions; but the child may be happier and certainly will be better off without the frills, the literary club-work may be resumed when it is too late to study the child and child-society is a refreshing change from society proper.

Mothers who have already given up all outside work and social pleasures because of home-duties may still find time for valuable Child-Study by making good use of the minutes. Their opportunities for observing are of the very best, for they are almost constantly with their children. If a notebook and pencil be kept in each of several rooms so that, whether the busy hands be employed with dust, dishes or dinner, notes may be taken down at once without the loss of time and energy required to go to a remote writing-desk,

many valuable observations may be recorded with little additional work on the part of the mother. These scattered notes may be collected and carefully rewritten after the little ones are asleep: Notes must be made sufficiently clear and with enough of the accompanying circumstances to make them perfectly intelligible to anyone at any time. They must, too, be a plain, unvarnished statement of facts with no attempt at interpretation. The temptation to interpret the acts of children is very great, especially to those who have been trained to symbolize and to find deeply hidden meaning in the most innocent acts. All such interpretation is utterly ruinous to the value of a record. If observations are carefully taken and plainly recorded they will in time give their own interpretation, and it will be the real one.

The following books may be helpful in the study of some of the above mentioned subjects:*

FOOD.

Foods—Their Comparative Value and Diet, by Mrs. E. H. Richards in the *Northwestern Monthly*, July, 1897. 15 cents.

The Science of Nutrition. \$1.00. Atkinson.

The Chemistry of Cooking. \$1.50. Williams.

Eating and Living. Sir Henry Thompson.

Eating for Strength. \$1.00. M. L. Holbrook.

PRIMARY PHYSIOLOGY.

Elements of Physiology. 40cts. Dr. May.

Physiology for Nurses. \$2.50. Diana C. Kimber.

FATIGUE.

Pedagogical Seminary, Vol. 2, 102 and Vol. 3, p. 213. \$1.50 each.

IMAGINATION.

Imagination of Children. C. F. Jaycox.

Children's Imaginary Compositions. Earl Barnes.

Children's Lies. G. Stanley Hall. Ped. Seminary, Vol. 1, No. 3. \$1.50.

SENSE DEVELOPMENT.

Tests of the Senses and Faculties. Cattell in *Educational Review*, March, 1893. 35 cents.

*Any books with prices given will be sent prepaid upon receipt of the price by the publisher of the CHILD-STUDY MONTHLY.

The Senses and the Will. \$1.50. Preyer.
Herbart's A. B. C. of Sense Perception. \$1.50. Eckoff.
Education of the Central Nervous System. \$1.00. Halleck.
Practical Child-Study—How to Begin. Krohn. *THE CHILD-STUDY MONTHLY*, Vol. 1, No. 6. 25 cents.

LANGUAGE.

Outline of Language Study. Dr. H. T. Lukens in *Handbook of Illinois Society for Child-Study*, Vol. 1, No. 2. 56 cents.
Acquisition of Language by Children. Taine in *Mind*, Vol. 2, p. 252.
Language Defects. Dr. H. T. Lukens in *Northwestern Monthly*, July, 1897. 25 cents.
How Children Learn to Talk. Kirkpatrick in *Science*, September 25, 1891.

CHILD-NATURE AND GOVERNMENT.

A Study of Child-Nature. \$1.00. Elizabeth Harrison.
Early Education. \$1.00. James Currie.
Some Hints on Child-Training. \$1.00. Trumbull.
Primary Education. \$1.00. Mary Putnam Jacobi.
Education of Man. \$1.50. Froebel.

STORIES.

The Story in Early Education. 75 cents. Sarah E. Wiltse.
Kindergarten Stories and Morning Talks. \$1.00. Sarah E. Wiltse.

NATURE.

Interpretation of Nature. \$1.25. N. S. Shaler.
Children's Love of Nature. W. A. Hoyt, Add. and Proceed. of N. E. A., 1894.
Outlines of Nature Study. \$1.30. Jackman.

PSYCHOLOGY.

Mental and Moral Development. \$1.50. Compayre.
Mental Development. \$1.50. James Mark Baldwin.
Thinking, Feeling and Doing. \$1.00. Scripture.
Psychology of Childhood. 90 cents. Tracy.
Practical Lessons in Psychology. \$1.25. Krohn.

RECORDS.

How Gertrude Teaches Her Children. \$1.50. Pestalozzi.
Hints for Scientific Observation of Children. Mrs. Felix Adler.
The Syllabus on Child-Study Issued by the Association of Collegiate Alumni. Address, Mrs. Barns, 1409 30th St., Washington, D. C.
Transactions Illinois Society for Child-Study, Vol. 1. \$2.00.

The Syllabi from Clark University, (for which address Mr. Louis N. Wilson, Clark University, Worcester, Mass.)

The Development of the Intellect and Infant Mind. \$1.50. Preyer.

Child Observation. \$1.50. E. H. Russell.

Notes on the Study of Infants. 25 cents. G. Stanley Hall.

Religious Development. G. Stanley Hall in *Pedagogical Seminary*, Vol. 1, No. 2, p. 196. \$1.50.

ADOLESCENCE.

A Song of Life. \$1.25. Moreley.

Hygiene of Childhood. Rankin.

A Study of Adolescence. W. H. Burnham in *Pedagogical Seminary*, Vol. 1, No. 2.

The Critical Period of School-Life. Krohn in *CHILD-STUDY MONTHLY*, Vol. 1, No. 2, 10 cents

Almost a Man. 25 cents. Dr. Mary Wood-Allen.

Teaching Truth. 25 cents. Dr. Mary Wood Allen.

The Moral Education of the Young in Relation to Sex. Dr. Elizabeth Blackwell.

Hygiene for Girls. 25 cents. I. P. Davis.

GAMES.

Education by Plays and Games. G. E. Johnson in *Pedagogical Seminary*.

Mother Play. \$1.50. Susan Blow.

Home Occupations for Little Children. Katherine Beebe.

Educational Value of Play. J. L. Hughes in *Educational Review*, Vol. 8, p. 327. 35 cents.

A History of Education. \$1.50. F. V. N. Painter.

Games, Ancient and Oriental. \$6.00. Falkner.

Ancient Greek Games. Sonnenschein.

Temperament in Education. 25 cents. Allen.

HYGIENE.

The Care of the Baby. \$1.50. Dr. Griffith.

The Care of Children. \$1.00. Elizabeth R. Scovel.

Hygiene of Children. Rankin.

Hygiene for Girls. 25 cents. I. P. Davis.

MRS. WINFIELD S. HALL,

Chicago.



It is the teacher's work to read the child's mind, to affect it, to help make it think more accurately, to feel more rightly and to act more effectively.—*Educational Review*.



Child-Study for the Practical Teacher.*

CAN we with show of reason expect an average teacher to carry on Child-Study while teaching? Can teachers working under customary conditions wisely attempt a more systematic study of their pupils? A right kind of Child-Study will help the teachers in their work, and consequently, they should cultivate it. This recently emphasized, if not newly discovered field of educational activity can help to improve the practical judgment of teachers. Through its aid and in its spirit, teachers can become more skillful readers of the human nature with which they have to deal. Through it more points for observation and judgment can be had; a better habit of attention to, and a more critical discrimination of, cultivated with reference to certain classes of school affairs; a greater command of resources and more tact in their application, possessed; and a higher sympathy and deeper respect experienced for the child-life with which they work. These improvements will of necessity be followed by a heightened appreciation of the possibilities and responsibilities of the teacher.

But it needs to be said, and with some emphasis, too, that we should not expect scientific work of teachers. To many this caution may not seem necessary, but the history of the movement justifies it. Leaders in Child-Study need it, because they are now and then advising work far beyond the province and preparation of teachers. Specialists themselves seem also to need it, for they have been striving to stimulate teachers for co-operation on a plane of work and

*An abstract of a paper read at Syracuse, N. Y., before the Association of Grammar School Principals, December 30, 1897.

to an extent quite beyond an ordinary teacher's capacity of response. Teachers, too, would benefit by this recognition, if thereby they could be led to see more clearly where to exert their efforts and could be shielded from the feelings of humility and discouragement, if not to say self-condemnation for not being able to succeed in work for which they are, and of right ought to be ill-adapted.

Though teachers cannot employ the intricate methods of the scientists and the delicate apparatus of the laboratory, still the benefits of Child-Study to the teacher are not likely to be overestimated and overstated. If, through the spirit of this magnificent movement the teachers of our country could be induced merely to use the science now at their immediate command in determining the needs of pupils and how these ought to be met, greater blessings than have hitherto been even imagined, would come to the education of the children in America. Besides being led to better organization and use of their common sense, they can be helped to use their knowledge of physiology and school-hygiene to a greatly increased efficiency in determining the pupil's physical constitution and its condition of life and growth, as a basis for a more wholesome guidance and a superior educational care and control. Further, they can be helped to apply their psychology, as only a few now do, in trying to ascertain the pupil's mental make-up at the time of being taught, its characteristics and possibilities. Further still, they can be assisted to use their philosophy of moral conduct in seeking the weak and strong virtues in their pupils, so as to find the point of greatest need for ethical culture. The plea is for a study of children by teachers with the aid of, not for the sake of, science; a study which, though systematic, is not to be regarded in strictness as scientific. Science, as a means, is to be brought into requisition to aid in the construction of a system of questions and plans for use in education as an end.

Child-Study for the practical teacher must be a study of children for teaching purposes. It must aid him to realize more perfectly his office. He must feel that some practical

reward in some service to his work is at hand. Teachers are too deeply concerned in the care and culture of children to turn aside to collect and collate data for knowledge's sake. The immediate need of their pupils rather than the remote values of scientific knowledge very rightly lays claim to their time and energies. The development of science and the development of children give rise to two very different demands of training and equipment; the teacher and the school try to supply one, the scientist and the university, the other. It is true that teachers can and should now and then aid specialists, but from duty to their pupils as well as from necessity of preparation and opportunity, they must attend to the wants of the individual lives before them. They should not rob Peter to aid Paul. Their work may be compared to the practical gardener whose business it is to study the forces and conditions that affect the development of the growing plant, in order to control these agencies for its more perfect maturing. In this their work is quite unlike that of the botanist or scientific horticulturist. The study of children by a teacher in service is to be carried on, not to lead up to the solution of any abstract problem, but to understand a more abstruse puzzle—a living, acting, growing child—and particularly to arrive at a practical knowledge of the causes and conditions which affect this expanding life.

Child-Study for the teacher, therefore, could better be called pupil-study—the direct study of children under conditions of school work for the purposes of teaching, management, training and instruction. Whatever may be of interest to the physiologist, psychologist or theorist in pedagogy, this study of a given body of children, as they have been and are, under educational conditions, marks off unquestionably the principal interest of the teacher while at work.

Because of the complex nature and inherent difficulties of this task set for the teacher, no apology is needed for its proposed limitation. The concrete child is the teacher's problem.

He presents himself to the teacher a product of a very significant past. Heredity, environment and education have been exerting their silent but strong influence in shaping his career. In teaching, the result of this influence must be reckoned with. What a child is as a product of these influences determines very largely what he can be made through instruction and training. Right teaching, therefore, must give no little attention to the influences that have been pouring into the young lives found in the schoolroom. These features and factors of growth the teacher should search out; in some cases to act with them, and in others, against them. The teacher's office is to influence with purpose and power this changing and fixating life; he is to enrich its field of moral insight, elevate its plane of intellectual activity and expand its world of doing and daring. How can this be done with adequate intelligence and effective means in the absence of a warm and intimate acquaintanceship with the pupils?

This separation of a field of Child-Study for the teacher should not be regarded as a forced distinction, though a much-needed one, arising out of the exigencies of the moment. It is probably true that the movement is at a critical point. Many things have been uselessly undertaken, and much unwise advice has probably been too freely distributed. It is not surprising that we see signs and hear rumors that interest is waning. But the distinction here pointed out of Child-Study by the teacher in contrast with Child-Study by the scientist is a serviceable analysis. It indicates two fields for continued cultivation; and the one for the teacher is in no wise of less significance and permanency. In the present age, as in no other time in the world's history, in America as perhaps in no other country, are we recognizing the debt of education to science, of methods in teaching to methods of investigation, and of the teacher to the scientist. In this age, which seems, in comparison with the past, pre-eminently scientific, many of the practical arts are undergoing great transformation. An ever-deepening knowledge and broadening intellectual horizon is being applied

to them. No wonder, therefore, that our thought of educational processes and activities is being modified. It is becoming more and more recognized that highly artistic teaching requires the attitude of a student not merely toward the subject-matter, but toward the pupils. The teaching processes necessitate a preliminary study of the pupils, and this in turn demands the application of a broad field of knowledge, the spirit of a student and the means and methods suggested by the scientist.

For modified views and practices relating to child-life education owes most perhaps to the science of physiological psychology. Influences emanating from it have led educators to think as if for the first time of the real educational relationship of mind and body. These have been too long treated as two orders of unrelated being, both in theory and in education. Physiological psychology presses home to us the fundamental truth of their interdependence. Philosophy of earlier times has emphasized the independence of mind; it has been regarded as a sustained and self-directing energy; and, in consequence, education of the past has regarded its province to be that of spirit too exclusively.

It is no longer to be called in question that the Author of our being has seen fit to link mind and its operations with a nervous mechanism. Though separable in thought, they are indissolubly united in fact. The mind works on the world, and the world upon the mind through the body; and mastery of the world through thought necessitates an educated nervous system. The teacher can come in contact with the soul-life of his pupils only through the medium of the senses and the brain. All impulses and resolutions awakened through education are practically valueless without a body and nervous system strong and skillful enough to give them expression and realization. The brain needs proper nourishment, stimulation and exercise to get proper growth. If it fails in this, mental activity and development are affected. In teaching, therefore, one is not merely concerned with pure spirit, but with brain and nerves also, hav-

ing a certain time-rate of activity, condition of health and of blood-supply.

Old as these ideas may seem, they would, if properly applied, modify a great deal of our practice in education. They would often affect the kind and number of studies taken up by the pupils, the amount of work assigned by the teacher, the method employed and not infrequently the temper and spirit of the whole work. There are pupils who are "born short" physically, or who have become "short" through disease or accident—or, mayhap, through school-work. These the teacher will always have with him for discovery, diagnosis and treatment. Since thinking exhausts the brain, it is reasonable to hold that, in grading and classifying, teachers are to pay more attention to the workable energy of the various pupils. As it now goes, a weak, sickly child is given the same classifications and assignments as the strong, sound child. Unless the abnormality is very great, special allowance is not sufficiently planned for in our school systems. Teachers and parents do not, as a rule, give due weight to the far-reaching results of schoolwork, of loss in sleep, or lack of proper food. After some days or weeks of absence because of illness which may have drained the whole body and brain of its reserved power and accustomed vitality, the student is given generally not less but more work "to catch up." Seldom do teachers inquire into the home rest, recreation and relaxation of their pupils. The proper recognition of the rights of the physical child, and the disposition to find and sympathize with its natural limitations ought to modify very considerably much of school-life. Justice and humanity are crying out loudly for this recognition.

The demand for this schoolroom Child-Study is greatly enforced by that phase of modern psychology which passes under the name of apperception. The power to attend, to discriminate, to judge—in short, to learn, is dependent upon the stock of ideas on hand. That instruction will not proceed wisely and most effectively which does not regard this

fact and aid the pupils to revive and to use this working capital. To do this at all well the teacher must be intimately acquainted with them.

How can a teacher proceed from the known to the unknown, from the concrete to the abstract in teaching, if he has taken no pains to find out what is known by the pupils, and what is not known, and what is concrete to them, and what not? He should labor to discover the strong and lively ideas in order to link to them the weaker and less active ones of the new matter of instruction.

Do we not also grant, at least theoretically, that the general instincts and interest of a class, and the peculiar traits, tastes and tendencies of individuals should play no little part in determining the work of instruction? How is the teacher to find this "point of contact?" Will general information, professional experience or intuition supply the need?

The schoolroom Child-Study means a turning of the attention of the teacher from physiological charts to the actual hygienic or unhygienic conditions under which the pupils work, from the text-book to the child, from the ideas of an author to those of the pupils and from the logic of his own mental movement to the movement in the learning mind. It is the child that is to be studied and should become the center of interest, because it is the child who is taught, not the branch of learning.

LOUIS H. GALBREATH.

Teachers' College, University of Buffalo.



CHILD-TEACHING.

In ancient lore I read:
"A little child shall lead."
Whose good I seek, he leads me on,
In Truth's fair land, o'er hill and lea;
The heart I know inspires my own;
The life I guide gives life to me.
Life's beauty more I see—
My boy now teaches me.

—*Walter E. Ranger.*

Johnson, VI.

NEW CONCEPTION OF CHILDHOOD.

Christ's conception of childhood, and youth also, was such as to make it possible that little ones should welcome and commemorate his birthday with joy and gladness. At the very outset of his career he took his stand beside the cradle and foretold its regnancy. In an age when men capitalized governments, armies and systems of philosophy, Christ took a little child in his arms and told the warriors and publicists that unless they became as teachable, trustful and sweet-hearted as little children the gates of heaven should in nowise be opened unto them. He so emphasized the importance of education for the children as that it became necessary that his disciples should form schools to instruct conscience, schools for taste and imagination, schools for reason and memory, schools for Germany, named Bonn and Heidelberg, Oxford and Cambridge for England, Harvard and Yale for our new world. For the cradle the wheels of industry were to turn. For the cradle the home was to be made beautiful and rich. For the cradle the arts and sciences must be perfected. For childhood and youth the printing-presses must speed day and night. Christ affirmed that futurity was vulnerable through the cradle alone, since, by touching the child, parents could reach forward and lay a guiding hand upon the centuries. In his celebrated picture Correggio makes the light in the face of the babe lend a glow to the shepherds and the wise men with their gifts. And from the moment that Christ took the child in his arms the face of childhood began to glow with beauty, lending a glory to all the instruments and forces of society.—*Dr. Hillis in Christmas Sermon.*



CAUSE AND EFFECT.

"What are you crying for, little boy?"

"Because I've been whipped!"

"And what were you whipped for?"

"Because I was crying!"

* * * * *
 * *
 * Some Other Mothers of Limited Opportunities *
 * and How to Help Them. *
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THERE are in our towns and cities to-day a class of mothers who are forced by the exigencies of life to become the bread-winners of the family. The character of the work they must do necessitates that they leave home early in the day and remain away till late in the afternoon. The little children, until they are of kindergarten or school age, must be left at home alone, or at best, in the care of an older child. In many cases they must be locked in, that they may be shielded from the dangers that menace them from the streets and from other and rougher children.

These mothers, by unremitting toil, usually most cheerfully performed, succeed in providing plain food, clothes and shelter for these children. They love them quite as tenderly as children are loved in homes of affluence and as a rule make more sacrifices for their sakes than other mothers are called upon to do. They do not have time to study the question as to what is best for these children, nor do they know much about the better or more beautiful things of life. At the same time they crave the best there is for these children. Club women may help to bring into their lives many of the influences for which these hearts reach out into the dark, but it will have to be very tactfully done. The woman who earns an honest living for her little ones, resents bitterly anything that looks like charity or patronage. They must be met on the ground of a common interest somewhere and helped by the laws of great human love to take the forward course step by step.

Who can meet them on a common ground of interest?
 There are only two classes of people to do it so far as I

know. The first is the visiting nurse who comes when the children are sick with her offer of sympathy and help. The other is the kindergartner or the school-teacher. When the child reaches the age at which he may enter either of these public institutions, the mother feels a great relief.

When she goes to work in the morning, she turns her little child over to the mother-heart of the woman behind the school-desk and knows that it will be guarded, shielded and taught that whole day through as she herself could not do. If the child loves the teacher, the bond of union between teacher and mother is strong. What a child loves and talks of will be close to the mother.

It may be that in that home the cooking is poor; that conditions are unsanitary. No member of a club can go to that home and attempt to rectify these evils without friction. I heard a workingman in my own town recently declare with warmth that he wanted no women poking their noses into his dinner-bucket or into his wife's cooking. That if they chose to eat poison it was no one's affair. But the school-teacher, on the ground of the child's growth, may suggest to the mother many changes. If she is tactful she can read many things to the mother which will carry the inference she wishes to make, without putting it into words. It seems plain to me that the nurse and the teacher must do this work. How then may club women help? I would suggest that teachers form a "Friendly Visitors' Association," which shall consider the best ways and means of effecting the necessary reforms. School-teachers are, however, as a rule, overworked, underpaid people. They are too tired to walk when it comes night and can not afford to pay carriage or car fare. Let the club woman send her carriage for the teacher's use certain evenings of the week. Let her make collections of helpful books, newspaper clippings, pictures, flowers and anything which will aid the teacher in her work and see that she has it at hand to use. It may be that these teachers have records to make up and papers to mark day after day. Let the club make an allowance for hiring this

work done so as to relieve the teachers and set their time free.

In short, let the club be the proverbial "left hand," while the teacher is the active "right." The day will come when club women may accompany these teachers on their "friendly visiting" and be introduced as the friend of one who has already won a place in the hearts of child and parent.

The second class is a large one. The mothers are in many ways intelligent and they do not labor outside their own homes. I refer now to the excellent women who live on small farms outside the reach of clubs, lectures and concerts. For five months in the year the roads are so bad that these mothers are practically shut off from seeing the face of a neighbor, even. Their work is a dull round, unenlivened by the variety which comes to even the hardest toiler in the towns and cities. These mothers wish, above all things, to know what is best for these children of theirs, but in this narrow life that they must live, how are the influences which tend to broaden soul and mind going to reach them? The teacher is again the link with the outside world. Through the teacher the club women can reach this class, it seems to me, in a wonderfully helpful way. I would recommend that the clubs establish, through the teachers, "Correspondence Circles" such as the King's Daughters maintain for their "shut-in" members.

The letters may be written by the club and may be accompanied by magazine articles, clippings, pictures, house plans, good recipes, patterns for hygienic clothing and a hundred things that mothers and housekeepers can suggest from their broad experience.

All clubs, it seems to me, might agitate for the "good roads" which would practically change the life of many who are now shut off from all sources of culture by the difficulty of getting about in bad weather.

In many country districts there is an association called a "grange." Some of these organizations already have an educational committee. Why may not club women encour-

age the formation of these committees and endeavor to have Child-Study and all the kindred life-topics introduced as a part of their regular work for the grange? I trust I have made plain my view of what a club may do in aid of these two classes. I look upon the matter from a school-teacher's standpoint. My work has been done among these people and I am sure the only way to help them is the way we help each other—simply because love prompts it. Duty will not do as the only motive. Before we can really help anybody we must really have some life hold through love and interest in those to be helped. CORA M. HAMILTON.

Township High School, Pontiac, Ill.



The problem of universal education was not born across the sea, and transferred to America; it developed on this soil, it was born and bred in the hearts of this people. It came from a united feeling that something must be done to develop our mental and spiritual resources to secure that high character and high conception of life necessary to protect our institutions as a people. The demand upon you and upon me as educators to-day, and upon every one connected with the work of civilization, is not that everything be made conformable to a type, but that everything be made suitable to the conditions in which we live. It is not enough that we are doing what we can to maintain the condition of affairs that seems to exist. The boys and girls in the schools to-day are not properly educated, according to the American view, if they are simply equal to their fathers and mothers; they must be better, more skillful, stronger, more successful; and the next generation, according to the American idea must be better still; hence the demand is for more efficient generations of thinkers and workers—and so the American problem goes.—*Homer H. Seerley.*



The advice which their friends have not the courage to give to kings is found written in books.—*Plutarch.*



Dangers of School-life in Winter.

ONE danger in sending a child to school is that it may fall into the hands or care of a teacher not versed in hygiene; one not watchful of the quality of air in the room, the temperature, etc.; one who, perhaps, consults her own and not the children's comfort. Those who are accustomed to visiting different schools will readily remember the odor of an unaired schoolroom. Every child in the room is more or less injured and they are especially liable to take cold on their way home, because the powers of resistance have been weakened. On stormy days children are apt to enter the schoolroom with damp garments and wet feet. Too often the teacher, in her anxiety to preserve order and carry on the regular work of the school, takes no notice of their condition.

Parents should look after teachers and know whether or not their little ones are being neglected. During the dark days of winter in many schoolrooms a proportion of the children are obliged to strain their eyes in studying. All schoolrooms should be exceptionally well lighted, and when children cannot see plainly they should be excused from studying.

The serious danger of contracting contagious diseases would be lessened if some mothers would be more honorable. Incredible as it may seem, there are many who know that their children have been exposed to measles, scarlet fever or diphtheria, yet they send them to school to get rid of them.

School-children too often lose their lives or contract lasting lung diseases from being sent to school after they

have developed symptoms of a cold. While at school, no matter how chilly or feverish one may feel, nothing can be done for comfort or relief, the schoolroom being neither a nursery nor a hospital. Of all forms of thoughtlessness the sending of an ill child to school in the winter is the very worst.—*Healthy Home.*



"When I walk the streets of Albany," he said, "and find on the street-corners, as you will find on your street-corners, boys who are surrounded by all sorts of temptation and vice, I wonder if our schools are making a mistake, if our churches are making a mistake. Therefore I speak for the teaching of good morals in our schools. I believe in teaching ordinary politeness. It should be taught in our schools as many times a day and as many days a week, and as well, as any study you may name. A well-rounded education means one that will enable the boy or girl to fight his or her way through life."—*State Supt. Chas. R. Skinner of N. Y.*



CUT RATES ON LEMONADE.

Willie wanted a lemonade stand and his mother made him a large bowl of it. A friend coming to call saw Willie's stand with two bowls on it, one having a label "Lemonade, five cents a glass," and the other, "Two glasses for a nickel."

"What is the difference?" she asked.

"There is no difference; they are just the same," said Willie.

"Well," she said, "if there is no difference, I will take the lemonade at two glasses for a nickel."

After putting down the glass she said: "Why do you sell one cheaper than the other if there is no difference in the quality?"

"Well," said Willie, pointing to the cheaper bowl from which she had just drunk, "Tommie Bacon's puppy fell in that."



Editorial.

M. V. O'Shea.

NEARLY every reader of THE CHILD-STUDY MONTHLY is familiar with the activity of Professor M. V. O'Shea in Child-Study investigations and the interest he has aroused along these lines. It is with peculiar satisfaction that we present to our readers his portrait as a frontispiece to this number.

Professor O'Shea is yet a young man, having been born in New York in 1867 in the town of Leroy. He was educated in the public schools of his native place and was prepared for college in the Leroy Academic Institute, one of the old-line academies, that achieved such enviable records. Before entering college, Professor O'Shea taught in the schools of Leroy for three years, at the end of which time he was granted, upon examination, a life teacher's certificate for New York.

He entered Cornell in 1889 and graduated in 1892, having specialized along the lines of Literature and Philosophy. While in college he served as editor of the *College Man*, an intercollegiate journal sustained by several Eastern universities and the *Cornell Magazine*; he also served as orator of his class on graduation and received a special diploma for excellence in philosophic studies. While in the university Professor O'Shea did special work in military training and rose to the rank of captain.

After graduation he was immediately elected to the professorship of Psychology and Pedagogy and director of the practice-school in the Minnesota State Normal School at Mankato.

In 1895, Professor O'Shea lectured upon education in the

Colorado Summer School. After this he held the position of professor of Psychology and Child-Study and director of practice-teaching in the University of Buffalo. He retained his connection with the institution until he accepted his present post at the University of Wisconsin.

Professor O'Shea has written quite extensively upon educational subjects and especially along the lines of applied Psychology and Child-Study. He has contributed to the *Atlantic Monthly*, *North American Review*, *Popular Science Monthly*, *Chautauquan* and *Outlook* and has also written extensively for educational journals East and West. His articles in THE CHILD-STUDY MONTHLY have been read with great interest by its large number of readers, because of their real practical value as applied to school work and schoolroom methods.

Professor O'Shea has engaged extensively in public lecturing since graduation, and has appeared before the National Educational Association a number of times and before many of the State Teachers' Associations. Since coming to Wisconsin he has addressed four different state associations, besides many addresses in Wisconsin. He is to deliver a series of lectures in Boston, Brooklyn and other Eastern cities during the present month.

The University of Wisconsin has created a School of Education co-ordinate with its schools of law and economics, and Professor O'Shea has been called to build it up. His professorship is entitled "The Science and Art of Teaching." It is to be provided with means sufficient to make possible the study of the practical as well as the theoretical aspects of education in all its phases. This is a new move, for none of the American universities, as yet, have well-equipped schools of education, excepting possibly Columbia, which has a teachers' college as an adjunct.

Professor O'Shea is a fine type of vigorous manhood. His appearance denotes physical and intellectual strength and his positive manner in speaking is always sure to bear conviction. His attitude of manner is always thoughtful,

practical and sympathetic; he is logical and systematic in his methods and he seems to know intuitively how to enter into touch with child-life everywhere. He certainly carries inspiration to his audience as well as to his classes, who have always responded to his lectures with an intense interest that ever indicates the spirit of the true teacher. He has made much progress in his endeavor to lead practical people to believe that education should be a part of the daily life of the people and not a small segment, but rather the great central, all-consuming thought which, when fully realized, will result in all children being held sacred and the bringing of this into realization as a practical principle rather than as a visionary article of our old thumb-worn creeds.

Professor O'Shea has come to believe, and has succeeded in making others believe, that teaching children is the greatest thing in the world, because it is an incarnation of the highest form of love and a love that expresses itself in real unselfish service on the behalf of others.



Accounts of the Child-Study meetings in connection with Wisconsin, Illinois and other State Teachers' Associations, were crowded out of this issue and will appear in the next number.



Dr. Chrisman's article, "Religious Ideas of a Child," and an excellent article, on "Conflict of Authority," by Edith Mansfield of the State Normal School of Pennsylvania, will be special features of THE CHILD-STUDY MONTHLY next month.



A JUVENILE FLING.

"Children, what are you doing?"

"We are playing husband and wife, grandma."

"That's nice. But what does the dog represent?"

"Mother-in-law."—*Fliegende Blaetter*.

Child-Study at the Various State Teachers' Associations.

KANSAS.

THIS society had been given one afternoon on the program of the Kansas State Teachers' Association and held its meeting in the graderoom of the High School building on Thursday afternoon, December 30. The society was presided over by its President, Prof. A. S. Olin of the University of Kansas. The attendance was much larger than anticipated, the room being too small to accommodate all who came, so that some were turned away at the door. The following interesting program was listened to with marked attention:

1. Psychology and Child-Study. Dr. A. H. Heinemann, Haskell Institute, Lawrence.
2. Practical Child-Study for the Primary Teacher. Supt. J. H. Glotfelter, Atchison.
3. Artistic Interpretations of Children. Prof. A. H. Clark, Kansas University, Lawrence.
4. Statistical Studies on the Lines of a Syllabus. Mr. C. E. Shutt, Kansas University, Lawrence.
5. Children's Lies. Dr. Oscar Chrisman, Kansas State Normal, Emporia.
6. The Conscience of Childhood. Pres. A. R. Taylor, Kansas State Normal, Emporia.
7. Race Differences in the Mental and Moral Life of Children. Dr. A. H. Heinemann, Haskell Institute, Lawrence.

Dr. Heinemann suggested that psychology will give excellent training for the study of the child and that really only those so scientifically trained will be able to do the best work in Child-Study.

Supt. Glotfelter felt that it is getting time for Child-Study

to give results. He said, though, that the results must come from those qualified to work up the data and suggested that the work of the primary teacher is to gather material for these workers. Yet the primary teacher must work over the results in her own experience in the schoolroom.

Mr. Shutt told of his experience in gathering data in reference to "Why Children Fear Fire." The inability of parents to give real reasons was shown when, after they had said why the child feared the fire and they were questioned more closely by Mr. Shutt, it surprised them so that they had great trouble to give clear reasons. He found from his investigations that about 80 per cent. of the children fear fire from actual experience and the other 20 per cent. are intelligent enough to fear it when told by parents.

Prof. Clark found, from investigations made under his supervision on children, that younger children are freer in their conceptions than older ones and really draw free pictures better. With the young child, the drawing is not such in itself but rather is a sort of symbolic language which is universal among children. This kind of work is not drawing, but is language and should be kept separate from drawing. Prof. Clark's talk was especially enjoyable and all felt sorry that our time was so limited as not to allow questionings and discussions of his ideas.

The talk on "Children's Lies" tended to show that the taint of heredity is upon all children, as all people lie and must transmit the tendency to the offspring; yet the teacher can help the child very much by placing before him the truth so that he may select it in preference to falsity. Some tests of children have shown that they value obedience more highly than truth, which cannot be accounted for. Girls are more truthful than boys. The kinds of lies were found by President Hall to be: (1) Pseudophobia; (2) The lie heroic; (3) Truth for friends and lies for enemies; (4) Selfishness; (5) Imagination and plays; (6) Pseudomania. Children lie because of an inherited tendency, from fear and other emotions, from the lack of right conception of the

value of the truth, from mental or physical disorders, and from the want of brain power to prepare correct concepts and give them forth properly in language.

President Taylor stated that conscience is a development in the child. The power to discern the right and to move toward it comes slowly to the child. This is true, nevertheless, that the child is born with more or less tendency to act in accord with the right and against the wrong. It is held that right to a child is what his parents or elders declare to be right. It is surprising how many children reach the age of ten without getting the correct idea of right fixed with stability. The young child has no more conception of what is right than what is beautiful. Both are growths. The child at first depends upon what its mother tells it is right to go out toward the right. Then later comes a time when the child can decide for itself. It is our duty to give to the child first clear and definite ideas of what is right, then help it to gain a spiritual and emotional disposition toward the right, and then aid it to form a will realizing these ideas in the concrete activities of life. If we fail to develop the moral side of the child we are not giving it the right education.

Dr. Heinemann said he had to reason out for himself the race differences in the mental and moral life of children, as he knew of nothing written upon this subject; at least he had never read anything along this line. (His excellent education and especially his fine training in Kindergarten, his wide experience as a teacher in Germany, England and America, to this teaching of the Indo-European child is added that rich experience of his with Indian children, and his pleasant and thoughtful way of presenting the subject, caused us all to listen attentively and enjoyably to what he gave us.) We all have the same way of reasoning, but there is a limit in the depth of our power. The power of observing, comparing, etc., is the same in all races. Talents for doing things show a difference. The Indian child in manual art is superior to the white child. Dr.

Heinemann was greatly astonished to see what fine pictures children of about nine years of age had made not long since on the blackboard at Haskell Institute. About two weeks ago he saw on one of the boards the picture of an Indian in full war-dress. It was a work of art. Such things are found with the Indian child from the earliest childhood. It is no difficulty to teach Indian children to write. Their writing is superior to white children of the same age. He has found the great difference between the Indian child and the white child in their moral nature. Moral ideas are the result of education.

This meeting was very good and enjoyable and gave a foretaste of what could be expected at the regular annual session which will be held at Emporia in May, 1898.

OSCAR CHRISMAN,

Secretary and Treasurer, Kansas Child-Study Society.
Emporia, Kan.



IOWA.

The Iowa Society for Child-Study held a Round-table meeting at Des Moines on December 28, 1897. The program was prepared by Supt. N. Spencer of Algona, Ia., who acted as leader of the round-table. The following papers were presented:

"The Most Beneficial Child-Study Work a Teacher can Undertake," by Supt. T. B. Hutton of Ida Grove, Ia. Discussion led by O. C. Scott.

A paper was read by Mrs. Coope of Algona, Ia., on "The First Six Months of a Child's Life."

A ten-minute paper, "How Child-Study Affects Teachers," by Pres. H. H. Seerley of the State Normal School of Cedar Falls, Ia. Discussion led by H. E. Kratz of Sioux City, Ia.

A paper by Mrs. Julia Hallam of Sioux City on "The Mother's Round-tables." Discussion led by Mrs. R. A. Romans of Denison, Ia.

Paper by Prof. J. J. McConnell on "Scientific Child-

Study." Discussion led by Supt. L.B. Carlyle of Jefferson, Ia.

After the presentation and discussion of these papers, Superintendent Kratz presented the results of his investigations in the matter of retarded pupils, which was followed by a general discussion.

The meeting was well attended and a pronounced interest was shown in all of the papers and discussions.

A noticeable feature of the meeting was the prominence given to the subject of parents' meetings. A number of Iowa superintendents have arranged for parents' meetings in connection with their school work and the indications now are that the Child-Study Society will for a time be more active in this particular line, than in any other. Very few members of the society are in a position to do strictly scientific work. All seem to realize the importance of bringing about closer relations between teachers and parents. The secretary's report shows that systematic instruction in Child-Study was given in twenty counties during the Normal Institute season of 1897.

Many city superintendents have been engaged during the year in one phase or another of Child-Study work. The study of retarded pupils suggested by Pres. H. E. Kratz of Sioux City, Ia., has been carried on by a number of superintendents and principals. One member of the society is making a systematic study of his own child and will have material ready for report in the near future. One school superintendent has made a special study of children's reading.

At the business meeting of the society the following officers were elected for the ensuing year: President, H. E. Kratz of Sioux City, Ia.; secretary, Miss Clara Bicknell of Humbolt, Ia.; treasurer, Supt. O. C. Scott of Oskaloosa, Ia.

J. J. McCONNELL,

Iowa City, Ia. Professor of Pedagogy, State University.



MINNESOTA CHILD-STUDY MEETINGS.

The meetings this year were characterized by earnestness and business-like spirit. It is evident the triflers have

dropped out. Owing to an unfortunate oversight the time and place of meetings were somewhat confused. But the attendance was good, and the discussions the most substantial yet held.

Miss Mary E. Griffin, School for Defectives, Faribault, read a most helpful paper on "The Condition of the Mind of the Uneducated Deaf." It opened a new view by showing minds devoid of one important series of ideas. Mrs. J. D. Engle, St. Paul, reported on Mothers' Clubs. Her keynote was co-operation between teacher and parent. Nearly all the more important towns and cities now have Parents' Clubs. Superintendent George A. Frauldin, Faribault; Superintendent E. G. Adams, Northfield; Superintendent W. F. F. Selleck, Austin, and Miss Whitely of Minneapolis made reports of studies or of work in the field.

The most elaborate paper presented was that of Miss Estelle Darrah, Normal School, Mankato, on "Children's Ideals." It showed a gradual growth from the personal and egoistic to the abstract and non-egoistic. This study is to be published soon.

The last afternoon there was a joint-meeting with the Elementary Section. Dr. R. O. Beard, Sanitary Inspector, Minneapolis, spoke on "The Influence of School on the Health of the Child," and Professor J. E. Frederick Woodbridge of the University made an eloquent plea for "Intellectual Culture." The president of the Child-Study Section talked on "A Rational Basis for Culture Epochs."

Everybody was sorry to lose the secretary-treasurer of the Association, Mr. E. A. Kirkpatrick, who goes to the new Normal School at Fitchburg. His place was taken by Dr. S. H. Rowe, Normal School, Mankato, who was elected secretary-treasurer. Miss Isabel Lawrence, Saint Cloud, was made president, and Superintendent E. G. Adams was put into the vacant directorship. The spirit of progress is awake, and the Minnesota Association may be depended on to go forward. S. S. PARR, Superintendent of Schools.

St. Cloud, Minn.

ANNUAL MEETING OF THE NEBRASKA CHILD-STUDY
ASSOCIATION.

The work of the first afternoon of the Nebraska Teachers' Association was conducted by the various subordinate associations in the form of Round Tables. It thus happened that the following Round Tables were in progress at the same time: Association of the Nebraska Teachers of History, Nebraska Library Association, Nebraska Society for Child-Study, Association of Nebraska Teachers of Literature, Association of Woman's Clubs, Association of County Superintendents, Association of School Boards and Association of Science Teachers. Notwithstanding the many counter attractions, over five hundred persons found their greatest interest in the Child-Study Round Table. This was double the attendance of any other section in session at the same time. The Association of Woman's Clubs, which was also largely attended, naturally drew away many mothers, who would otherwise have found their way into the Child-Study section. The program, though long, was listened to with much closer attention than in former years, and the questions aroused by the discussions show that a much more intelligent and serious view of the subject is taking hold of the people.

The first exercise of the afternoon was the annual address by Dr. H. K. Wolfe. Dr. Wolfe took for his subject: "Moral Influences of the School," and gave utterance in a very terse manner to the leading thoughts of the occasion. The trend of his paper was as follows: "Teachers should begin their study of children with the lower nature of the child, because that is simpler, and it also conditions the higher nature. Food, clothing, digestion, growth, senses and simple mental processes must precede any considerable development of the higher life. But it should not be forgotten that the lower exists for the sake of the higher. The *character* of the teacher is the most important factor of school-life in the development of the higher nature of the child. It is all right to have ideals so high that we cannot

realize them, but it is the worst possible lesson for a child to see plain contradictions to simple maxims manifested in the daily life of the teacher. Frankness, honesty, truthfulness, sincerity, simplicity, *devotion*; these are the springs from which character comes. The child is the sole judge of the teacher, or at any rate it is the metre by which the teacher must be measured. The whole theory of marks and prizes and grades and ranks and badges and honors is an attempt to build up an artificial intellectuality, and the result is scarcely less than the sacrifice of the moral ideal without appreciable benefit to the intellectual nature in the long run. These are false notions.

Imagination (in the broadest sense) is the foundation of all higher life. We cannot expect other than formatism, unless the mind has been exercised in things not recognized by the senses. The school must train the imagination, must assist in fixing approved habits, must develop the sympathies, and all this as foundation of a higher life. It must be alert to substitute a higher for a lower motive. Only a moderately divine life is possible, when based on honesty as the best *policy*. The "why" should not be magnified. The future study of children will deal more particularly with the moral and religious nature of children.

The next paper was by Mrs. Grace Mason Wheeler on the "Relation of the Mothers to the School." Mrs. Wheeler said in part: "The relation of the mother to the school is somewhat like the relation of the produce to the manufacturer. Organization for council between mothers and teachers would be helpful, as are those between producers and manufacturers. The school has hardly kept pace on ethical lines with the improvements in knowledge-acquiring methods. Crime does not decrease in proportion as the community is educated. It is perhaps not practicable to teach morality directly. It needs be an indirect, constant influence upon the developing character. In order to make this influence constant, and direct it in a harmonious manner within and without the schoolroom the teacher

needs the co-operation of the mother. Mothers desire to be and should be first-rate helpers to the teachers in their labors for intellectual development of the children. Their ignorance of the modern methods of training hinder this. Should they visit schools sufficiently to comprehend fully the scheme of work in hand, teachers would perhaps find their visits a burden, although the grade teacher numbers among her many virtues a courteous reception to visiting mothers. Would it not be practical and helpful for mothers and teachers to organize for purposes of council, meeting as often as seems desirable to devise ways and means each to help the other?"

In the discussion of the above paper Mrs. Lellua P. Hartley gave prominence to the importance of more definite work along social and educational lines. Under the head of social work come visits and all efforts to make teachers and parents better acquainted. Organization is necessary as more visiting of mothers at school or of the teachers at the homes is impractical. An effort should be made to raise higher the standard of morals than scholarship. She described a plan of mothers' meetings as held in Detroit, and commented on the plan or organization suggested by Mrs. Wheeler.

In concluding the discussion Professor G. W. A. Luckey said: "If the happiness and perpetuity of the race is of prime importance, then to be the mother or the father of a number of strong, healthy, wholesome children is the highest ideal of success in life. Next in importance is the shaping of the environment of these children in such a way as to enable them to rise above their hereditary conditions. If the purpose of education is to add strength, intelligence and character to the race, then the mother's influence cannot be separated from the school. Parents are responsible for the kind of individuals their children become, no matter how many teachers they may have had. Of the two great factors in education, heredity

and environment, the parents alone are responsible for the first and largely so for the second. There must be mutual understanding and co-operation between the mother and the teacher in order to give strength of character to the child. Any conflict of environment between the home and the school is detrimental to the highest morality of the child. With the rise of love as an incentive to right action, woman's power as a teacher is becoming recognized and appreciated."

Superintendents J. W. Dinsmore and G. C. Thomas, as vice-presidents, gave very interesting reports of the progress of the work throughout the state.

These reports show that while there may be somewhat less enthusiasm, the work is of a much more permanent nature than heretofore, and is engaging the sympathetic attention of our very best teachers. Another interesting fact is the large number of parents that are becoming interested in the child-study movement.

Dr. Katharine B. Wolfe followed with a report of the Child-Study work in the Woman's Club of Lincoln. She described the plan of work, which included teachers and students as well as mothers. A systematic course of study for a year's work was outlined. "First the physical development of the child is studied as a foundation for understanding the higher nature. The first topic considered was heredity, then followed pre-natal influences, with a sketch of embryonic life. These topics called forth the most intense interest on the part of the mothers and led to the preparation of several valuable papers." After describing in a similar manner the other subjects of the course, Mrs. Wolfe gave a summary of the topics to be treated during the year as follows: "1. Heredity; 2. Pre-natal Influences; 3. Food, Clothing and Hygiene; 4. Physical Growth of Children; 5. Training of the Senses; 6. Beginning of Speech; 7. The Kindergarten Age; 8. The Primary School from the Child's Standpoint; 9. Diseases of Childhood and Home-

Care During Illness of Children; 10 The Period of Adolescence; 11. Imagination of Children; 12. Moral Nature and Moral Training; 13. Religious Training of Children."

The plan of the club-work is to have each topic divided into three phases and to assign a separate phase to each of three members for formal papers and to another member for special preparation as leader in the discussion which follows each paper. Thus at least six members have made large preparation for each meeting. The interest is not waning as the work grows harder, as is proved by the continued growth in membership.

Mrs. Harriet H. Heller gave, in conclusion, a brief report of the Child-Study Section of the Woman's Club at Omaha. She said their work had been useful, but not as successful as desired. They considered such phases of the work as would interest mothers, teachers and students. Some of the topics discussed were, Dolls, Imitation, Children's Sense of Property-right, Children's Reading, Discipline, etc. The mothers are much interested in the work, and while in some points the meetings were not successful, in others they have been remarkably successful.

Several valuable papers on Child-Study were given in connection with other sections during the week, and Dr. W. T. Harris gave his evening lecture on Arrested Development as an important subject in Child-Study.

Organizations of Women's Clubs are being formed all over the state, and Child-Study is one of the most interesting topics of discussion. The prevailing thought seems to be in the direction of establishing a closer relation between the home and the school, with the child as the center of study.

Mrs. Grace B. Sudborough of Omaha was re-elected President and Mrs. Mary E. Hart was elected Secretary-treasurer. The other officers remain the same as last year, with the exception of A. A. Reed of Crete, who was elected a member of the Executive Committee.

G. W. A. LUCKEY,

Professor of Pedagogy, University of Nebraska.

NEW YORK SOCIETY FOR CHILD-STUDY.

The first mid-winter meeting of the New York State Society for Child-Study was held at Syracuse, N. Y., on Thursday, December 30, 1897, in connection with the annual conferences of the Associated Academic Principals, and the State Council of Grammar School Principals. An all-day meeting was held, the forenoon session being a joint session with the Grammar School Principals' Conference, bringing together interesting papers on six different phases of Child-Study and provoking lively discussions. "The Relation of the Home and School in Child-Study," was presented from the point of view of the school by Mrs. M. H. McElroy of Oswego, and from the point of view of the home by Mrs. Harriet W. H. Green of Utica. Professor L. H. Galbreath of Buffalo University presented the actual material in one's professional training and in the schoolroom which may be used by the teacher, in his paper, "Child-Study for the Practical Teacher."

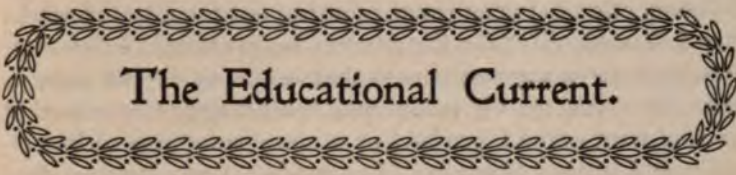
In the afternoon session Principal John G. Allen of Rochester, presented the results of special investigations in his paper on "Child-Study in the High School." Dr. James P. Haney of New York City, an expert in medicine and manual training, made a plea for defective children in his paper on "The Dullard." The papers, "Child-Study by a Woman's Club," by Mrs. Hastings of New York City, and "Scientific Child-Study," by Prof. Edward F. Buchner of New York University, were read during the closing session of the meeting. The full proceedings of these sessions are soon to be published and will be supplied to the members of the Society.

This Society was organized during the 1897 Summer Meeting of the State Teachers' Association in New York City. While other states have developed an unprecedented enthusiasm in organizing teachers and parents into Child-Study co-operation, the Empire State has promoted this phase of current educational inquiry largely through the efforts of the state superintendent's office. Many private

and academic clubs of mothers, teachers and university students have been doing efficient work for many years in different sections of the state, as in New York, Buffalo and Syracuse.

This Society was organized as a bureau, under the presidency of Dr. Griffith, superintendent of Utica Schools, and the secretaryship of Professor O'Shea of the Buffalo University, to unite these scattered local agencies, to promote Child-Study by establishing and fostering Round-tables for parents and teachers, to distribute helpful literature and to "direct scientific studies relating to the rational treatment of childhood from maturity to birth." The Society has been unable to effectively promote these aims through the resignations of the secretary-treasurer and his successor, Mr. Myron T. Scudder, both of whom removed from the state soon after their elections. On December 1, 1897, the Society issued Leaflet No. 1, containing: 1. "Suggestions for Testing Sight and Hearing." 2. "A few Suggestions Upon Fatigue." It is hoped to follow this in the near future with pamphlets on special topics. The Society will be glad to undertake special studies upon any problems which may arise in the actual work in the school of life of the home, and invites anyone facing such problems to communicate them to the secretary-treasurer.

The Society invites all persons interested in Child-Study, whether residing in the state of New York or elsewhere, to become members. All such persons are enrolled as members upon the payment of fifty cents (\$0.50) annual dues to the secretary-treasurer. This fee entitles each member to all the publications and other benefits of the Society during the year of membership. At the Syracuse meeting the vacancy in the office of secretary-treasurer was filled by the election of Prof. Edward F. Buchner of New York University. All remittances of membership fees, and all inquiries respecting the State Society for Child-Study should be sent to his address at New York University, Washington Square East, New York City.



The Educational Current.

Some Personal
Impressions of
G. Stanley Hall.

YOU ask me, Mr. Editor, to give you my personal impressions of President G. Stanley Hall and of what he stands for in the progress of human thought. I have a suspicion that the principle which Dr. Hall will symbolize a half-century or so hence will be quite different from the narrower associations with which he is now connected. We say he stands for Child-Study. True, but Child-Study with him is merely one product of a deeper vitalizing view of mental activity. I am inclined to be extremely skeptical that education in posterity will justly claim him, nor will psychology. Rather do I feel that Stanley Hall does not stand at all, so far as our present vision discerns, but, in disobedience of the law of gravitation, is suspended over what now seems an abyss that separates the psychology of the future from the pedagogy of the future. Neither this psychology nor this pedagogy has as yet for us a material and perceptible existence. But they are in the air of present thought and we somehow sense them and believe that the next half-century or so shall reveal their materialized forms. In this period of rapid evolution of scientific thought, G. Stanley Hall seems best to express this widespread feeling and to be able, from his accumulations of the fact of modern scientific researches, suggestively to sketch here and there in rough outlines the forms these future sciences shall take. If the next half-century of research shall have developed a psychology which shall bear the same relation to the phenomena of mind that modern evolutionary principles bear to living matter, and if the pedagogy of the future shall be in an in-

timately allied relation to this psychology, then the figure of G. Stanley Hall in posterity will stand on the firm bridge of connection between them, pointing out the way the world has followed. But for the present he must stand for suggestiveness—a suggestiveness that is not, as in the case of many geniuses merely intuitional, but a suggestiveness that is the hard-earned product of a many-sidedness of knowledge and trained thought. Twenty-five years ago we find him struggling to digest and elucidate, in the *Presbyterian Quarterly*, Dorner's theology; then a student of metaphysics in Germany, and contributing to the American literature of Hegel; an instructor in literature in Harvard; back in Germany again studying the leg of a frog; a neurologist; the first occupant of the first university chair in experimental psycho-physics in America; the leader in the movement to subject children's mental activities to scientific inquiry; the president of the first exclusively graduate university in America encouraging diverse lines of scientific research. Yet, withal, he is intensely human in his whole manner and impulses of life, and has never lost touch with the common instincts and views of living. It is one of his doctrines that the great geniuses the world has known in art and science are those who have succeeded in carrying over into adult life the primitive instincts of childhood. Throughout the United States to-day, in higher educational institutions, there are doubtless to be found more men who have at one time worked under his direction than have proceeded from any other one teacher. They are not disciples in the sense of putting forth one cult of ideas, but they are none the less products of G. Stanley Hall's many-sided suggestiveness. Dr. Hall is not a Prometheus, but a lighter of tapers which must secrete and burn their own oil. That which is a never-ending source of astonishment to his students is his familiarity, seemingly, with every conceivable phase of human progress, and his ability, in consequence, to focus upon a single principle, data of facts gathered from the four corners of the earth. He is an omnivorous reader, and everything

new, from a bit of antiquarian research in the closets of metaphysics to the latest biological discovery in the jelly fish, is food for his unprejudiced appetite. This many-sidedness gives him contact points with all classes of individual minds *in their lines of strongest tendency*. Every man that comes in contact with him finds some point to hook on. For this reason it is that we now find investigators of all shades of research who can gratefully point back to G. Stanley Hall as the lighter of their tapers—to the most suggestive and vitalizing of modern teachers.—*Frederic Burk, in The Western Journal of Education.*



PRACTICAL POLLIWOGICS.

Suggested by Burke's much-quoted article in the October Atlantic.

Old Bobby Blink, the pedagog,
Kept school down in Big Squalid Bog,
Correcting well each polliwogue.

The tadpole school would act the fool
And, wiggling in the nearest pool,
Keep violating every rule.

He went to work with squirm and jerk
To teach the big-heads not to shirk,
While broad-mouths all the more would smirk.

In endless play they spend the day,
Each wriggling in its natural way
The rules of school to disobey.

By stupid art he broke his heart,
Attempting to suppress the part
From which the froggie gets its start.

Old Pedago—(who didn't know
How embryonic frogs show grow),
Himself curtailed could only croa—

"Keep still, old Blink," cries Burk, "don't think
The tads will tumble, nod, and wink,
And take from you each cue and kink."

—*Aaron W. Frederick.*

**Concerning Certain
Prevalent Mistakes
in Method.**

PERMIT me to add with no special reference to "ratio" method, that the early forcing of abstract relations and logical processes upon young children has been *a wide and serious error in primary instruction*, especially in arithmetic. In the past forty years I have seen a half-score of new methods of teaching number to young children, each attended with exhibitions of wonderful attainments. Forty years ago mental analysis was the hobby, and even primary classes were put through persistent drills in analytical reasoning. The marvelous feats in such reasoning by young pupils occasioned a genuine pedagogical sensation! An excellent training for pupils twelve to fourteen years of age was forced upon children as early as eight years of age. What was the result? Over thirty years ago one of the very ablest mathematicians in the United States, Dr. Thomas Hill, then president of Harvard college (*Ohio Educational Monthly*, pp. 5-10, 168-173, Vol. 11.), with unusual facilities for ascertaining the facts, published the opinion that this early training in analytical reasoning had not only been fruitless, but "an injury to pupils." Pupils who were marvels in mental arithmetic at nine years of age became indifferent, if not dull, at fourteen. Teachers in grammar grades were surprised at the weakness of pupils in written arithmetic who had been prodigies in mental arithmetic in primary grades.

The Grube method, though not so great a pedagogical sinner, has had a similar history. What superintendent or teacher has found in the fifth or sixth school year arithmetical skill or power that could be traced back to the Grube grind in the first and second school years? Who now regrets to see the method retiring from the primary schools which it has so long possessed?

The forcing of young children to do prematurely what they ought not to do until they are older, results in what Dr. Harris calls "arrested development," and whether this be due to exhausted power or burnt-out interest, the result

is always fatal to future progress. The colt that is over-speeded and over-trained when *two* years old, breaks no record at *six*. The same is true in the training of young children. There is such a thing as too much training in primary grades; an over-development of the reason. A little child may be *developed* into a dullard. More natural growth and less forced developments would be a blessing to thousands of young children. It is not what the child *can* do at six or seven years of age that settles questions of primary training, but what he *ought* to do—*i. e.*, what is best for him to do at this stage of school progress. The position has never, to my knowledge, been questioned that the pupils in our schools pass through, as they go up in the grade, *three quite distinct psychic phases*—a primary phase, an intermediate phase, and a scientific phase. A clear recognition of these phases, with their activities and attainments, has resulted in fruitful reforms in school instruction, especially in primary grades. The tendency just now in some schools is to go back to the theory that an infant is a little man capable of causal reasoning, logical inferences, and philosophic insights; that he cannot only understand but can appreciate the highest literature!

For one, I am very thankful that I was not forced when an infant over these elaborate "development" courses; that when a child I was permitted "to think as a child," and was not forced to think as a philosopher.—*Dr. E. E. White.*

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Dr. Andrews
and
Free Lunches.

PRESIDENT ANDREWS of Brown University delivered one of the leading addresses at the recent meeting of the Illinois State Teachers' Association. His subject was: "The Public School System as an Instrumentality of Social Advance." The orator maintained that education is the only possible regenerator of society, and, of course, said some things which were commonplace to a body of intelligent teachers, as well as more which were either original or strikingly put. Among other things he said: "The school authorities

should furnish to the pupils every day an aesthetic, high-class, hygienic luncheon. School-children now, most of them at least, suffer from the necessity of going home to lunch. If they carry it with them to school, it is cold, unhygienic and indigestible. The extra strain thus put upon the physical forces impedes the operations of the brain and the best results from study are impossible. This plan of serving lunch to the pupils has been tried in Boston and in Cincinnati and it has worked well. There is both an economic and an aesthetic advantage in the plan, and we all know how the social side of human nature is benefited by the practice of eating together."

This declaration has been widely assailed and denounced as "socialistic," "paternalistic," and "destructive of American self-reliance," on the assumption, quite unwarranted, that Dr. Andrews was advocating *free* lunches, and under the further erroneous impression that the plan has never been tried outside of Boston. And yet the plan is in successful operation in the city of Springfield, and is said to have economic and hygienic advantages as claimed, whatever it may lack aesthetically.

As a practical proposition, one would expect the following passage from the same address, to be attacked on the ground of oppressive extravagance. Perhaps it is a good sign that it passed unchallenged. Referring to the importance of aesthetic cultivation, he said: "The school building itself should be the best product of architecture as an art, and painting should supplement its sister art in the decoration of the interior. Let beautiful pictures cover the walls and let busts and statuary fill the convenient niches. There would be more than an aesthetic advantage in this, for history and geography often can be taught best from a picture or a bit of statuary that makes the subject one of immediate and present interest. There should be playgrounds of ample size and a well-kept lawn, besprinkled with flowers. I would have conservatories, too, attached to

every schoolhouse, so that a fresh bouquet might be placed in every schoolroom every morning."

**Dr. Harper
and
Starving Students.**

NOT to be outdone, perhaps; at any rate, it was but a few days later that President Harper of Chicago publicly alleged at the University Convocation, if he is correctly quoted by the newspapers, that three recent deaths at the University of Chicago "may be attributed directly to starvation," and that "hundreds of students in the university are living upon a diet which does not support brain-work," while "many are literally starving." That is, "hundreds" do not have enough to eat, many are starving, and three have starved. This is serious, if true. THE CHILD-STUDY MONTHLY hopes that its impression that President Harper's proposition for a system of university commons near the campus had something to do with the strength of the statement, or that the reporters misunderstood Dr. Harper at least as much as they did Dr. Andrews.

The students used to know more just "after the war." They would go out and "keep" a country school in the winter, "boarding 'round" with the farmers, and would peddle books in the summer, or, if they were very bright, work on the farms and get fed up. Food is as cheap, and as easy to get now as it was then, and a young, able-bodied man who knows enough to enter Chicago University, ought to know better than to stay there and starve.

**Still Another
Baptist Case.**

THERE is another Baptist school, younger than Brown, older than Chicago, smaller and less distinguished than either—and more worthy of a share of the magnificent Rockefeller beneficence. No matter where it is, or what its name. It is a poor little *alma mater* who has never known what it is to enjoy adequate resources for a single year. Most of her sons and daughters—for she has both—have been like her

in that respect. But none were ever known to starve to death, except a few at Andersonville and Libby. The writer of this was born unlucky, and hence never bets unless upon a "sure thing," but he is willing to wager that this little *mater* sent her sons to the war earlier, later and more of them in proportion to their number than any other college in the North. Some of them came back and began, after four years, where they left off. One, in particular, we remember, who was too poor to take advantage of the lowest-priced "system of commons" on record. He lived for three years in a little back room, with one window, on the fourth floor, at an expense of about sixty cents a week, and yet became neither a moral nor an intellectual dyspeptic, such as Dr. Harper fears the rich colleges of to-day are collecting. He used to be almost a royal host, too, for many a young fellow who lived upon a diet better calculated to support brain work, used to be his guest, and debtor for substantial aid in such little matters as trigonometry, calculus and astronomy. He is a full professor now, a distinguished mathematician and dean of the faculty in a great State university. This talk of free lunches and starving students recalls him and his cheerful courage very vividly to mind. We are glad he knew better than to starve—to death. And if the students at the great colleges built by men who have been the fortunate beneficiaries of an industrial system which has almost come into existence since he was a boy really *are* starving, they would better seek a smaller, humbler, "cheaper" *alma mater*, prepare their own corn-meal mush, roasted potatoes and baked apples, and—*live*.

"We reaffirm our purpose to continue the agitation of this subject until free text-book legislation is secured."—*The Illinois State Teachers' Association.*

A Ray of Pure
Democracy.

PRINCIPAL JOHN T. RAY of the John Crerar Grammar School, Chicago, first advanced the theory of a pure democracy in the primary schools. He presented it in a paper about

a year ago and since then it has been taken up by educators on both sides of the Atlantic and very widely discussed. He also was the first teacher to put the theory into practice.

Professor Ray starts out with the proposition that to the average child entering the public schools the average teacher is a despot in whose smile he lives and in whose frown he dies. The teacher in the child's mind is an autocrat. The first step which Mr. Ray takes is to teach the child that it is able to govern its own conduct under the direction of some other child whom the class shall select as leader. He teaches them, in language that a six-year-old can comprehend, the old Roman idea of the tribune. He explains the difference between a monarchy and a democracy. He shows how they may select a tribune who shall not only serve as a sort of a leader among them, but act as an intermediary between the pupil and the teacher or principal.

TRIBUNES OF THE CRERAR SCHOOL.

The children's first step in self-government is the selection of a leader, whom, like the Romans, they call their tribune. One of his duties is to protect the weak, and to require all the strong ones in the class to assist him in such protection. He is to settle all disputes which arise between pupils. He is to impress on each individual child that the good name of the class is in his keeping. Last and most important, he must teach that order is the prime requisite of society and that each child has rights that every other child is bound to respect. In actual workings the tribune is the judge, the friend and the companion of the class.

One of the first effects of the establishment of pure democracy among children is the checking of an almost irresistible tendency to "tell on" somebody. When a child comes to the principal with a story of someone "picking on" someone else, the complainant is immediately referred to his tribune, who takes the matter up and settles it in such manner as he deems just. The judgment of the tribune is

often more effective than the same judgment would be coming from a teacher, because the class stands at the back of its tribune. His decree is the decree of the whole class.

Professor Ray holds that there are many more good boys than bad boys, and it is quite as easy for a right-minded boy to become the leader as it is for the bad boy to run things. The democratic plan as opposed to the autocratic plan has had one year's trial at John Crerar school. Its results thus far have vindicated the soundness of the theory that children are able at an early age to comprehend the principle of pure democracy and to put it into practice in all the acts of their lives.—*Chicago Times-Herald*.



**What Might
Happen, If . . .**

THE little city of Sterling, Ill., is not second to any city of its class anywhere. It is up-to-date and progressive in all respects, and its newspapers are particularly so. Here is a typical editorial paragraph from the *Standard*: "The primary teachers of Chicago are not on a strike; they are too poor and not cohesive enough as a class to do that, but they are justly dissatisfied with their salaries. If they are good primary teachers the city cannot pay them too much; if they are poor teachers the city cannot pay them too little. More depends on the efficiency or inefficiency of the primary teacher than the ordinary Board of Education will admit. The primary teacher that gets and keeps the little brain in a receptive, retentive, inquiring and reproductive state of mental activity cannot be compared to the ordinary mortal who keeps school year after year simply for the money there is in it. Pay the good teachers more, weed the bad ones out."

If every newspaper in every city of six to eight thousand people, like Sterling, and in the hundreds of smaller cities would quote this paragraph half a dozen times, it might strike in and result in a measure of justice to the primary teachers. The anybody-can-teach-the-little-children idea is not yet wholly eradicated.

Workings of the Child-Mind.

The Cherubs—"We've come to wish you a merry Christmas, gran'pa, and mamma says if you give us each a dollar we're not to lose it on the road home!"

The Sunday-school class was singing: "I want to be an angel." "Why don't you sing louder, Bobby?" said the teacher. "I'm singing as loud as I feel," explained Bobby.

A little girl whose father was an M. D. was told that she was going to be christened the following Sunday. Soon after she asked her mother if she must be chloroformed first.

Johnny (on Christmas eve)—"Mamma, can't you give the baby something to make him sleep to-night?" *Mamma*—"Why, Johnny?" *Johnny*—"Because if Santa Claus hears him yelling he might think we're all just as bad."

A mother recently took her four-year-old boy to church, but had to be constantly chiding him for speaking out in meeting. He finally broke out: "Mamma, if you won't let me talk, take off my shoes so I can work my toes."

A class of little girls, at school, was asked the meaning of the word philosopher. Most of the hands were extended, but one child seemed specially anxious to tell. "Well, Annie, what is a philosopher?" asked the teacher. "A man what rides a philosopepe," was the little girl's answer.

He had taken his punishment like a little man, and for

some time afterward had been buried in thought. "Mamma," he said, finally. "Well, Willie?" "Do you really spank me because you love me so much?" "That's the reason I punish you, Willie." "And don't you love papa at all?"



Carl, aged four, has a German nurse who has taught him to say his prayers in German: One evening his friend Ralph, who is six, came to see him just as he was at his prayers. Ralph listened open-mouthed for a minute, and then burst out with "Oh, golly! just listen to Carl! He thinks God's Dutch!"



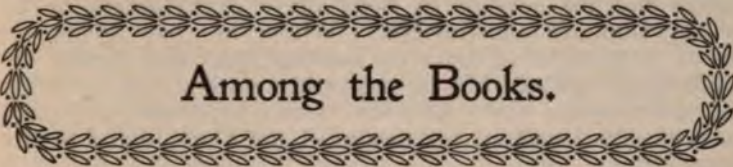
The fond mother of three children was obliged to re-monstrate with her oldest boy because in the children's games he would always take the lead and assign subordinate positions to his little brother and sister. The boy promised not to be selfish in the future. A few days later the mother, happening to go into the nursery, saw the two younger children engaged in amateur theatricals. The elder boy stood aside with arms folded moodily watching them. "We are playing Adam and Eve," said the youngsters. The mother was much gratified, as she supposed that in this instance, at least, the boy had allowed his brother the principal role. She turned to the silent figure in the corner, about to praise him. "Who are you?" she asked. "God," was the answer.



A Michigan boy, attending school for the first time this fall, heard some talk about truants. He asked his mother what was done with them. She replied that sometimes they were whipped and sometimes they sent them to Coldwater (where our State school is located). "And do they ever put any in hot water," he said.



A little girl's prayer: "O Lord bless papa and mamma and me, and don't let Alice always get the advantage in everything."



Among the Books.

Children's Ways. By James Sully, M.A., LL.D. D. Appleton & Co. New York and Chicago. 193 pp.

This book is an epitome of the author's larger work, "Studies of Childhood," published a year ago—a book that has received the cordial reception it so well deserves. For the parent and teacher interested in practical Child-Study the shorter book—"Children's Ways"—is the more available, in that all the abstruse discussions, as well as the technical language, have been dropped out, thus adapting the style to the general reader of a practical turn of mind. The book recommends itself at a glance, and no one can read very far into it without becoming intensely interested and without gaining much information with reference to that most interesting line of modern investigations—namely, Child-Study. It is really a handbook that the student of the child, be he parent, teacher, preacher, reformer or sociologist, can not dispense with. The author and publishers are to be congratulated in giving this volume to the public at the present time, for it will meet the requirements of the most fastidious reader. It is not only a good book for beginners, but it contains much information for those who have progressed a long way in their studies of children.

✱

Study of Children. By Francis Warner, M.D. The Macmillan Company. New York and Chicago. 264 pp.

This work is addressed to teachers, parents and others in daily contact with children, by a man who began the study of children long before Child-Study societies were ever dreamed of. Long before Child-Study movement was at all organized Francis Warner was making studies of the mental and physical abnormalities of London children. The fundamental purpose of the book is to guide observation, and it gives a clear account of the points to look at, what to look for and what may be seen, normal, abnormal

or subnormal. Dr. Warner has kept the psychological method quite distinct and separate from physical questions and his service to both these departments of investigations is inestimable. While he has given us some very valuable material bearing upon the mental development of child-life, he has rather emphasized the study of the physical child, and has clearly presented and quite thoroughly discussed the modes of brain-action and bodily conditions.

Dr. Warner's first systematic study of school-children was undertaken in 1888 as a member of the committee appointed by the British Medical Association to examine into the mental and physical status of children in the London schools. In connection with his work he examined individually 100,000 children according to a fixed plan, and in the prosecution of this work he gained much material with reference to dull and backward children. He was probably the first to emphasize the importance of what might be called eye-mindedness and ear-mindedness as well as the importance of motor-training. This book is written with a special reference to the school-training of children.

The following are some of the chapters that are full of special interest:

The Brain: Its Development and Evolution; Observing the Child: What to Look at and What to Look For; Principles of the Methods of Observing and Describing Children; Points for Observation, Indicating Faults in Body or Brain-Action, or a Status Below the Normal; Adolescence; The Care of Children and Their Training; Hygiene and Health Management During School Life.

The book is indispensable to the teacher's library and is full of information for those who are engaged in directing education, philanthropy, social settlement work as well as any student of mental development. It is gratifying to read such a high-class book written by such an eminent authority and published in such excellent form.



Stories from the Arabian Nights. By M. Clarke. The American Book Company, New York, Cincinnati and Chicago. 271 pp.

This abridged edition of *Stories from the Arabian Nights* is a pleasing presentation of the famous stories written many centuries ago in the Arabic language. These stories have always been highly esteemed and admired in

Europe and America as well as among the people of the Orient, who are great lovers of romance. No other book of stories in existence has afforded so much entertainment and delight to so many readers, both old and young. Everyone recalls the reference made by the poet Tennyson to these stories in his "Recollections of the Arabian Nights," a debt which he describes in most beautiful words. The editor of these stories has selected those best adapted for the purpose of supplementary reading in the schools and the publishers have presented them in a form that is very durable as well as pleasing to the eye.



Reviews of the following excellent books were crowded out this month but will appear with others in our next issue:

"Uncle Robert's Geography." By Col. F. W. Parker. D. Appleton & Co.

"Greek Gods, Heroes and Men." By Harding. Scott, Foreman & Co.

"Studies in Home and Child Life." By S. M. Henry. Fleming H. Revell Company.

"Stepping Stones to Literature—a Third Reader." By Arnold and Gilbert. Silver, Burdett & Co.



MAGAZINES.

"*The Great Round World, and What is Going On in It,*" is the taking title of a little weekly newspaper for boys and girls that is just the thing for supplementary reading in the geography classes. It is published by Wm. Beverley Harrison at 3 and 5 West 18th street, New York. It is not half bad either in form or content.



The *School News* of Taylorville, Ill., is a "practical educator" of the highest utility to those who are trying to systematize the State Course of Study in Illinois. Each number contains careful directions to accompany the outline in the course, prepared by professors in the University and State Normal Schools. Many of the best county superintendents place it at the head of the list of journals for working teachers in the ungraded schools.



The *School Review* for January contains a valuable paper on "The Teaching of Economics in the Secondary Schools,"

by Frank H. Dixon of the University of Michigan, and a detailed account of the experiment in self-government, in progress in the Hyde Park High School, by the principal, Mr. C. W. French. The latter contains the constitution adopted by the pupils and some specimens of the public opinion of the school, as expressed in the school paper. The experiment will attract attention and be observed with interest.



The portraits and brief biographical sketches of "Three Patriarchs of Education"—Prof. William S. Tyler of Amherst, Prof. Henry Drisler of Columbia and Charles Butler, one of the founders of the Union Theological Seminary—in the January number of the *American Monthly Review of Reviews*, as well as two remarkable letters of Count Tolstoi, one to a Siberian peasant and one to a German propagandist of the George doctrines, are of special interest to teachers. The general contents are even more varied and interesting than usual.



NATIONAL EDUCATIONAL ASSOCIATION TO MEET IN WASHINGTON CITY.

SECRETARY'S OFFICE, WINONA, MINN.,
November 29, 1897.

To the Educational Press:

The Executive Committee of the N. E. A., at its meeting in Chicago, November 27, decided, by a unanimous vote, to select Washington as the place for the next meeting of the National Educational Association, and the time July 7 to 13 inclusive. The choice was a matter of no little difficulty, owing to the very strong attractions offered by the competing cities, viz: Omaha, Salt Lake City and Los Angeles. Already the railroad lines from Chicago to Washington have granted the usual one fare for the round trip, plus the membership fee. Formal action as to ticket conditions and extension of tickets for return will be announced at an early date. It is believed that these ticket conditions will be more liberal than has ever before been secured. The meetings will open on the evening of Thursday, July 7, and close the evening of Wednesday, July 13. The advantages of this arrangement are that Sunday travel going to or from the meeting will be unnecessary. There will be no session on the afternoon and evening of Saturday, the time being given to social and other recreations.

The churches of Washington will be invited to arrange for sermons and addresses bearing upon educational themes on Sunday, the 10th. It is believed that this relief on Saturday afternoon and Sunday, occurring in the midst of the session, will be welcome. Thanking you in advance for the courtesy of giving this announcement place in your columns, I am, for the executive committee, yours truly,

IRWIN SHEPARD, Secretary N. E. A.

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THE CHILD-STUDY MONTHLY

MARCH, 1898
Vol. III. No. 9



OSCAR CHRISMAN.

A. W. MUMFORD, Publisher,

\$1 a Year & 10c a Copy

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yours truly
Oscar Chinnon

(See Editorial Page.)

The Child Study Monthly.

Vol. III

MARCH, 1898.

No. 9

The Child, The Sum of The Universe.

Whence?

An atom of God-life untangled in earth-mist;
Wee vision of loveliness wafted from far;
Encaged, a rare bird in evanishing prison;
How long wilt thou bide on our swift-rolling star?

What?

Philosophers level their lenses upon you;
The sages for thee ancient mysteries explore;
But crowned with all innocence, purity, sweetness,
Thy roses and dimples rout orthodox lore.

Whither?

Praise Him who hath lent thee and well may it fare thee;
With patience o'ercome till the mandate is given
Earth fetters to break; thy soul wings shall bear thee
On, up to the "Life of all Life" in the heaven.

MARGARET COOTE BROWN.

Detroit, Mich.

Religious Ideas of a Child.

THE purpose of this paper is not to prove whether the child has a religious faculty or whether religion is inherent in his nature.

This article is prepared from notes which have been kept in a general way each day of the child's life since she was eighteen months of age up to the present time. (She was six years old in May, 1897.) Among these notes occur here and there matters of a religious nature to which the child gave utterance. The paper is an attempt to put such in form, which may give some idea of what a child thinks of religious things. We have taken no special pains to impress upon the child any particular religious ideas. We have tried to leave her free to work out what she gets from church, Sunday School, contact with children and people and with ourselves, answering her questions as best we can, and striving to counteract bad influences brought to bear upon her. No special religious lines have been studied in the child; only such ideas are gathered as the child working freely gives expression to. In this study there are no theories to either maintain or overthrow. During the time embraced in this paper the child (born in Texas) lived in Massachusetts (18th-38th mo.), Germany (39th-54th mo.), Indiana (55th-63d mo.) and Kansas (64th-72d mo.) She played with Catholic children in Massachusetts, Lutheran children in Germany and children of various Protestant denominations in Indiana and Kansas. Up to her 56th month she had not attended Sunday School and had been to church very few times, but since then she has attended Sunday School quite regularly, about four months of the time at a

Congregational Sunday School, the remainder of the time at M. E. Sunday Schools.

It is often quite difficult to know how and where children get their ideas. In this child's 38th month she and I one Sunday morning took a stroll down the street of a city. Before starting for the walk she begged to go to Sunday School. While sitting on the Commons a church bell began to ring. She said it was a church and wanted us to go to it. I took her to church but as she soon tired sitting and wanted to run about I brought her out. On our way back home we passed three other churches. The child wanted to go into each one. How she knew they were church-buildings puzzled me for I avoided in every way letting her know they were churches, as I did not want her to beg to go into them. She fully knew them from other buildings.

One evening in O's (the child) 70th month, as we sat at the supper-table, her mother and I were talking of a poor old couple who live in our native town. We were speaking of their having a hard time to live. The child suddenly broke in upon our conversation: "You couldn't kill angels if you wanted to, could you mamma? You might, though, you don't know." The child then went on with her inward reflections and spoke no further.

What is God? The little girl has at several different times spoken of God, but very few times of Christ. What greater faith can be shown than this? In her 72d month one day she was quite sick. The next morning she awoke earlier than usual and said: "Oh, mamma, I feel well this morning." A little later she said: "I prayed to Christ to make me well and he did." God is very kind, so this child says in her 54th month: "When somebody's starving the *lieber Gott* runs out and gives them something to eat. You can't see him, he lives up in *Himmel*." In her 69th month she said: "God knows everything. He knows us in our different ways. We don't know ourselves in our different ways but God does. Everybody don't know their own different ways."

God is a powerful being. From 66th to 69th month inclusive O. spoke of God's power. In 66th month she told an older girl: "God makes nice things. He makes children and trees and everything, don't he? He makes towns and everything, don't he? And he makes things grow, and rain and everything, don't he?" The next day O. asked of her mother: "Does the Heaven-Man make eyes?" Without waiting for a reply she asked: "Say, mamma, can he count the stars?" Upon a reply of "Yes," the child asked further: "Can he tell if one's gone?" A "Yes" by the mother ended the inquiries. Upon being told by a lady that garter snakes would hurt her she went in to her mother and asked if it was true and upon receiving an affirmative reply O. said: "What kind of animals are snakes? What are they made out of? Does God make 'em? He made us, didn't he? He makes everybody. He makes everything grow." In 68th month: "God makes the sunshine late in the evening, don't he? I can't help but love God, can I? Your spirit loves him, and your body loves him, don't they? God loves me, don't he?"

One day in her 69th month the child said to her mother: "I know how God makes glass." Her mother asked: "How?" O. gave as follows: "He takes sand and then he works it and puts it together and lets it get dry. Then he puts it down in the ground and then people dig it up and cut it in pieces and then sell it to people."

God is a man. In O's 58th month she and her mother were sewing. At one time the child said: "We must work. The Heaven-Man won't like us if we don't work. He knows all we do. We mustn't do naughty tricks. We mustn't make faces at the Heaven-Man. He will spank us, won't he?" One day at the dinner table, in her 72d month, O. burst out: "Are there spirits everywhere?" I said: "Spirits are in heaven." O. asked: "Are the spirits all around us?" I replied: "Some people believe so, but that I do not know." The child said: "Each one of us has a spirit to take care of us." Then immediately: "God is everybody's papa. Papa

ain't my real papa, is he? God is my real papa." I asked: "Who told you that?" She replied: "I know it."

Of course every child inquires: "Who made God?" One afternoon O. and Miss H. were lying by one another, when Miss H. said: "I guess your papa and mamma will have to give you to me." O. replied: "No, God will give you a little child." Then immediately she asked: "Who made God?" For reply Miss H. (who is an elocutionist, a very fine reader) quoted impressively: "Before the mountains were brought forth, or ever thou hadst formed the earth and the world, even from everlasting to everlasting, thou art God." The child listened very attentively and did not ask another question. Miss H. was greatly surprised at this as she said that in ordinary matters O. is very exacting and is not satisfied till the thing is entirely settled. One Sunday morning in her 69th month O. asked: "Mamma, is God everywhere? Is he all around us? Does he watch over us all the time?" Her mother replied "Yes" to each inquiry. Then her mother went into the kitchen, leaving the child alone in the room. Pretty soon she overheard O. say: "O God, who made you? Tell me, God." This she repeated two or three times in quite a pleading tone such as she uses with us. Evidently she got no response, for she immediately followed this with: "Well, I guess God don't hear me. He doesn't tell me who made him." Nothing further occurred on this.

In her 66th month, one morning just after getting up, as she was being dressed, her mother was having O. name over the days of the week. A pause occurred and then came the following:

O.—"Why does God have us go to sleep?"

M.—"So we can rest."

A pause. (No reason at all can be assigned for the following startling question):

O.—"Why does God make people drink whisky?"

M.—"God doesn't. A man doesn't have to drink."

O.—"God don't drink whisky?"

M.—“Oh, no!”

A pause, after which:

O.—“When was God buried?”

M.—“I don’t know what you mean.”

O.—“When was God buried—when was he crucified?”

M.—“A long time ago.” (Here I broke in.)

F.—“God was not crucified, it was Christ, his son.”

O.—“Was God ever crucified?”

F.—“No.”

O.—“What’s that other name?”

F.—“Christ.”

O.—“Is Christ’s body up in heaven?”

F.—“No, only his spirit.”

O.—“Will I know him up there?”

F.—“Yes, your spirit will go up there and you will know Christ and God.”

O.—“Is God a nice man?”

F.—“God is not a man. He is real good.”

O.—“Can you do what you want to up in heaven?”

F.—“Yes, when your spirit goes there, you can do what you desire.”

Here the breakfast-bell rang and I left. Her mother said the child did not ask any further. (We have tried to explain to O. about the *spirit* on account of the following: While in Jena (Germany) O. grieved very much at the body being planted (?) so we used the term *spirit* to show her that it is not bad for the body to be buried as the spirit is the important part of us. Also in Berlin she cried very bitterly upon being shown the corpse of a child, so we told her that we must die in order for the spirit to be separated from the body and this goes to that very beautiful world—*heaven*.)

The first time for O. to use a prayer was in her 51st month. She said over the couplet as given below. She said that Gertrude (a girl of twelve in Jena) had taught it to her. O. said Gertrude told her that when she said it she must hold her hands so (as in prayer) just before going to bed: “Ich bin Klein, Mein Herz ist rein.” Nine days after this.

just after dinner, O. said over the above and added the two lines as in the following:

“Ich bin klein,
Mein Herz ist rein,
Soll Niemand drinn wohnen,
Als Jesus allein.”

Six months after this, in O's 57th month, one night after our return to America she said over this German prayer. After its recital she went on talking in German to herself and soon fell asleep. Twelve days afterward, in this 57th month, I heard O. at her organ-chair murmuring to herself. Upon turning around I found O. with bowed head in prayer. Then in a moment she got down on her knees and prayed. This was in imitation of Sunday School. In her 58th month she and her cousin L. (10 years old), one afternoon held a prayer-meeting. After singing, both kneeled. O. prayed, and at first it was very earnest, but L. tittered, and I noticed then a tittering quaver in O's voice. In her 65th month, about three weeks after starting to kindergarten, I got this prayer from the child as she used it just after going to bed: “God, oh pray for me. God help us all. Thank you, God, for giving us food. God, I won't kill myself. Forgive my sins. Amen.” We are very careful not to disturb her in any way to make her feel that her praying is not just as sacred as anyone's. In 66th month O's prayer one night was: “Forgive my sins, God. Make my mamma and papa good. Make me good. Thank you, God.” In her 67th month one night I heard the child say over this prayer about three times: “Oh, God, bring me a little sister, a girl baby, not a boy.” One night in O's 71st month she became vexed with her mother, because she would not let her get out of bed after getting into it for the night. She prayed that her mother might go to the bad man. She prayed this two or more times. Upon her mother's paying no heed to her O. told her mother she had prayed for her to go to the bad man. Some days later, in this 71st month, O. got angry at her mother. I said to O. that I thought it not right to be

praying that the Lord would make her good and her papa good and her mamma good and then not herself try to be good. O., still vexed, said: "I'll pray to the Lord to make mamma bad and make her go to the bad heaven."

One day, in her 56th month, she wanted a little pie at the dinner-table which her grandmother had baked for her. I said for her to wait till after her grandfather had said the blessing. She asked what this was and I told her. After its being said I gave her the pie. Her grandfather then farther explained why he returned thanks. She thought a moment, and then said: "I'm going to thank the Heaven-Man when he brings the baby." She said further along that her grandfather tells his *tune* when we eat, but that she will tell her *tune* when the baby comes.

One day, in her 68th month, at dinner O. said: "Papa, why don't you say thanks for dinner like grandpa?" She had not seen her grandfather for over two months and was more than 500 miles from him. One day in her 70th month the child wanted to return thanks at the dinner table. We all bowed our heads, and she said: "God, we thank you for the bread and meat and all things. Amen."

This child of six years has a knowledge of two future worlds. One afternoon in her 59th month she said to her mother: "You must watch out or you'll go to the bad heaven." The next day she said that bad people will be burned up because they tell fibs. In her 61st month, on one Sunday, she had for her Sunday School lesson: "Jesus Crucified." On the following Friday, finding her Picture Paper, she questioned her mother about the Crucifixion. After a pause, O. said, "The bad people will be burned." I said that such would not be the case, but it was too deeply ground into her, for she said: "Don't you know, the Bad-Heaven-Man will burn them." That settled it in her mind. One afternoon, in her 62d month, I overheard the last of a talk between O. and W. (a boy four months younger than O.):

O.—“I’ll tell the Bad-Heaven-Man. He’ll burn you up. I know where he is.”

W.—“Where is he?”

O.—“Down below.”

Here the conversation was changed. One day in her 69th month O. got to talking of dying. We have tried to teach her that death is the gateway to heaven, and hence death is not at all a bad thing. Thinking to impress her with this idea, I asked: “Where will you go when you die?” She replied: “Hell, hell, the bad place.” As we had never heard her use “hell” before we were greatly surprised. Her mother expressed surprise and displeasure. But I wanted further knowledge, so I asked: “Why?” O. replied: “’Cause I’m so bad.” Her mother asked: “Where did you get that word?” O. replied: “I just studied it up.” Her mother said she knew that couldn’t be so. O. studied a moment, then said: “Miss M. don’t want us to say ‘bad man,’ so she has us say ‘hell.’” But Miss M. said she had no recollection of using “hell” in O’s presence, nor do we recall using it. It came from some other source.

A few notes here will show how at first the child greatly feared death, and then came to see again death with no fear and to see that it is very necessary and important to life. In her 50th month, having seen a grave decorated, she spoke of “the man that was *planted* under the ribbons and flowers.” A few days later, in this 50th month, O. took a walk with a young lady, and upon her return said: “Somebody died and wasn’t planted. He was lying on the ground. It was a man and he was baldheaded.” One evening, in her 52d month, I saw a hearse go by. I said to O’s mother that there was going by that which would give us all our last ride—a hearse. The child asked why we would ride in it and her mother told her that we would ride in a hearse when we are dead. O. asked: “Where will it take us?” Her mother replied: “To the cemetery.” O.—“Will I

die?" Mother—"Yes, some time." At this O. burst out crying very piteously, and said: "Oh, I don't want to die." Then she asked many questions, crying very piteously and speaking in a plaintive voice: "Would you cry if I should die? Would papa cry? Can I see when I am dead? What would the man take me away for and what would he do?" Her mother said: "He would cover you up in the ground." Then O. burst out with a great cry: "Oh, I don't want to be covered up in the ground! Will I be through breathing when I am put into the ground? When shall I have to die and quit breathing?" Her mother answered: "I don't know. Perhaps you will live to be an old woman before you die." Then came another outburst: "I don't want to be an old woman and be dead. Will grandpa and grandma have to die and you and papa and all my little cousins?" Her mother replied: "Yes, all have to die some time." So O. kept up her questions, going over about the same ground several times, crying piteously and saying she did not want to die. Then her mother asked me to come and try to quiet the child. To do this I attempted to give the child an idea of living again and of the future world. I told her she would live again in a very beautiful world, but she must die before she could go there. I told her also that all must die here to make room for other things—men and women must die to make room for the babies—but that in the other world she would never die again. I then tried to picture the next world as being similar to this world, but far more beautiful. I told her that birds and flowers and animals and rivers would be there. That very sweet, beautiful children would be there for her to play with. This last statement began to quiet her, as immediately she asked: "Can I go out and play with these children?" I said: "Yes, just as much as you want to." Then I went on and told her that we hoped her father and mother and grandparents and relatives and friends would be there. O. asked: "Will Gertrude be there?" I replied: "Yes, and all your other little friends." In this manner I

soothed her, but not entirely. She could not erase from her mind the picture of death. I can in no way conjecture why death should be so terrible to her. We have not spoken of it in terms of terror. Six months before this she had heard us speak very much over her mother's brother's sad death and of my mother's death, both occurring within a month of each other. In the spring before this scene recorded here O. had gone with us to the cemetery and had asked questions about the graves. She had gone also with a young lady and older children. She may have heard them express fear. But all this had occurred in Jena four months before this evening in Berlin. I firmly believe that had I pictured the grave and hell to her with the horrors usually portrayed, that perhaps some of her relatives—father, mother, little cousins—would go to hell and forever suffer; if such had been so pictured she would have gone into hysterics. O. up to that time had never seen a dead person nor attended a funeral, nor in any way been connected with a dead body. After this, later in the evening, at times she would put her arms around her mother's neck and crying, say: "Oh, I am so sorry we have to die!" One night in her 53d month O. came in from Frau G's quite tired and a little cross. She would not go to bed, but crawled up onto her mother's lap. She lay quiet awhile, when of a sudden she said: "I would like to see my Grossmamma Chrisman." Her mother told her she couldn't see her. The child began to cry and asked if her grandmother was dead. Her mother said she was. Then O. wanted to know if she was under the ground. Her mother replied: "Yes." At this, she broke out afresh crying, and asked: "Will my Grossmamma Chrisman come back?" I replied that she would not come back, but that we could go to her. O. asked how we could go to her. I said that when we died we could go there, we hoped. At this, O. burst out crying, and said she didn't want to die. I told her that only the body dies; that the spirit never dies. She asked what is the spirit. I said it is the part of us that makes us breathe and

move and hear and see; this never dies, but the body does. This seemed to be consoling to her, for immediately she stopped crying and asked if her feet and hands would die. I said yes, that all the body would die, but the spirit would live, and after death of the body the spirit goes to heaven. I told her it was very beautiful, that beautiful birds and grass and trees were there, that thousands of good children were there with whom she could play. I pictured to the little girl a heaven in terms of childhood on a beautiful earth. She listened attentively, and after a few more questions she stopped and went to sleep, and soon awakening, asked to be put to bed. There had been nothing said about death nor about my mother that day. Many of these questions seem to arise spontaneously with O. One evening, in O's 54th month, she came in to me, and upon her face was a very sad expression. She told me of the death of a little girl about her age in the "Hof" just back of us. She had been told of this by Frau G., and O. was greatly worked up. To counteract this I had to make a most beautiful earthly heaven. I told her that the little girl had gone to heaven, and that she would there have the very nicest children to play with. They would have beautiful fields to play in, with fine trees and singing-birds. They would sing and make nice music there. At this, O. asked if they would have an *organ* and a *piano* to play on. This question made me pause a moment. I replied that they would make sweet music and might have beautiful organs and pianos. (If harps, why not organs and pianos?) This story set her at rest. Instead of feeling badly over the death of the little child, O. felt pleased to learn that the child could have so pleasant a time. She asked also if the child's mother (who is dead) would be with the little girl, and upon receiving an affirmative reply, she showed great pleasure. Then she asked if she would go to heaven when she died and we also. I told her we hoped so. Then she returned to the other room, and I learned no more from her. Later she returned and told her mother about the dead child, but there was no

sadness in her tones; only gladness. In her 56th month we attended the funeral of a baby. O. viewed the corpse. She gave off no sad feelings whatever, but on the contrary she talked in a healthy way of the baby's going to heaven and the like.

One afternoon, in her 66th month, as she was having her hair combed by her mother, O. got to talking about the spirit, dying and heaven. Upon her mother's telling her that only her spirit could go up to heaven, the child wanted to know how the spirit could leave the body. Her mother could not satisfactorily explain this, so O. herself explained it: "How could my little spirit go up? Does it just leave out of the stomach? I 'spect it's some place where it can open, and then it goes right up." One morning, in her 68th month, she said: "If I was killed I wouldn't be alive again. But my spirit would be alive." In her 71st month, on being told by Miss H. that the spirit returns to God who gave it, O. asked if the spirit returns as soon as one dies or does it wait awhile. Miss H. said she thought it returned right away. O. asked no further questions.

I will close these quotations by giving two in regard to the location of heaven. One morning, in her 56th month, O's grandfather told me that she had called his attention to a red place in the eastern sky, and said it was the heaven-door. I immediately went into the room and asked her if she had seen out of the window yet. She said: "Papa, did you see the heaven-door open?" Following this: "I would like to go up in heaven, wouldn't you?" I said yes, and asked her how she could go. I expected her to say that we must die so our spirits may go there, but child-like she had her own way: "You put a 'Leiter' (ladder) down and you go up." Also she said: "I haven't been up to heaven for a long time." One evening, in her 68th month, O. looked up to the moon, four or five days old, and must have noticed the earth-shine on it, for she broke forth: "O, mamma, I see a little hole up into heaven right by the moon. We can look through that and see up into heaven.

I know why we can't see up into heaven—there is one big cloud all over and there is just that one little hole to look through."

OSCAR CHRISMAN.

Kansas State Normal, Emporia, Kan.



MA PUIR BAIRN.

O ma bairn, ma puir bairn,
 Though she *be* ilka rude,
 And though neebors look stern,
 That she's na vera guid,
 Though they pick a flaw here,
 And they there pick a flaw,
 Yet ma bairn's na less dear,
 She is ma bairn after a'.
 And as hen flutes her wing for her little ones ain,
 So ma arms are a' wide for ma puir, little bairn.

● O ma bairn, ma puir bairn,
 She's to me like a flower,
 That God placed for ma ain
 On ma breast one glad hour.
 And it seems that her roots
 Have sunk deep in ma heart
 And it seems that her shoots
 Of ma life are a part,
 And who touches ma bairn, touches me with her pain;
 For ma grief is the grief of ma poor, weeny bairn.

I remember thee, bairn,
 When thine een were like dew,
 When thy cheeks were astain
 Wi' the rose's soft hue.
 And thy smile was sae bland,
 And thy voice bird-note sweet,
 The soft pat of thy hand,
 The glad sound of thy feet.
 O bairn, I hae loved thee through innocent years,
 And shall I not love in thy wounding and tears?

Aye, and One high above
 Who on Calvary's hill
 Felt His heart break wi' love
 For thy wounding of ill—
 O the kind heart of God
 Is not shut to His ain,
 And each blow of the rod,
 Falling on thee, ma bairn,
 Falls on Him with its pain. Ma poor een had grown dim:
 For you're sure o' a welcome fra mither and Him.

—*Frances Eugenia Bolton.*

Conflict of Authority.

THE study whose results are embodied in this paper originated in a desire to discover the highest authority in a child's life. Papers written by the children on a test entitled "A Conflict of Authority" have furnished some definite conclusions in regard to a child's attitude when called upon to decide whether obedience is due first to parent or teacher, and his reasons for this attitude at varying periods in his life.

The following test was sent out to the schools:

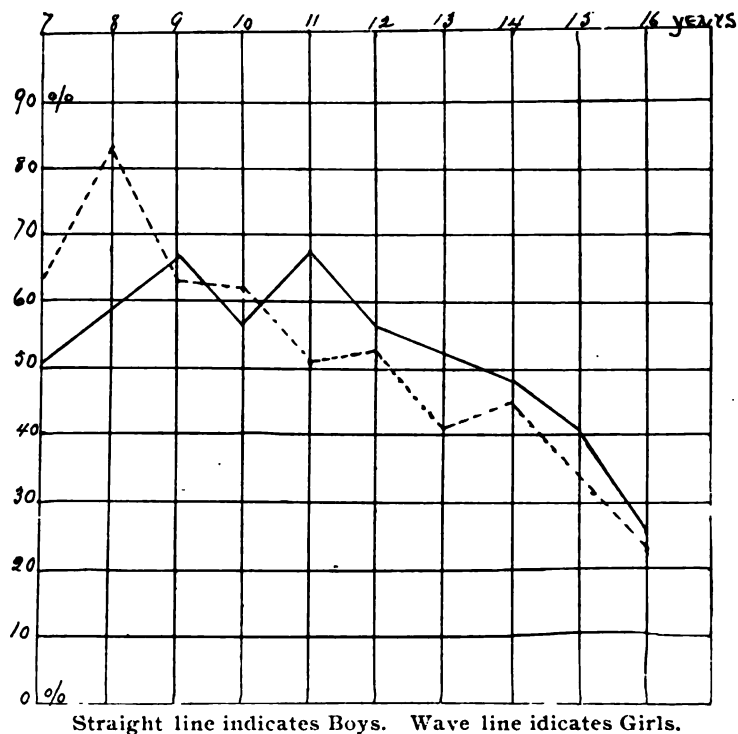
"Mary's parents told her not to sit on the floor. One day her teacher told her to sit on the floor in one of the kindergarten plays. Whom ought Mary to have obeyed? Why?"

Results have been gathered from nearly two thousand papers written by girls and boys between the ages of six and sixteen. The basis used for the percents was the actual number of papers written by boys or girls for the age represented.

Answers given to the test fell into one of three large groups. The first group covered all answers where children think Mary should have obeyed her mother. The second, all where children think *Mary should have obeyed her teacher*. The third, all where children think *Mary should have obeyed both*. The third group is really a sub-group under the second, since the answers usually take this form: "Mary should obey her teacher at school and her parents at home." For this reason these results were incorporated with those of the second group in the later tables.

The results obtained under the three general headings

CHART I.—OBEY PARENTS.



mentioned above are expressed by the curves on the charts I, II and III, and in the following numerical tables:

Table I.

Obey Parents.

Age (6 and 7), 8, 9, 10, 11, 12, 13, 14, 15, 16.

Boys—51, 59, 67, 57, 68, 56, 50, 49, 41, 27.

Girls—66, 82, 63, 61, 52, 55, 41, 46, 32, 23.

Table II.

Obey Parents.

	7 to 10 yrs.	10 to 13 yrs.	13 to 16 yrs.
Boys and Girls . .	64	58	38

Table III.

Obey both.

Age (6 and 7), 8, 9, 10, 11, 12, 13, 14, 15, 16.

Boys—7, 8, 7, 11, 11, 4, 9, 10, 7, 19.

Girls—0, 0, 7, 9, 9, 12, 16, 13, 20, 11.

Chart I and Table I are expressed in terms of separate years and of sex. They show, therefore, every possible variation in the law which can still be clearly traced. The curve indicates that at the ages of six and seven 65 per cent of the girls decide that Mary should have obeyed her mother. At eight years of age the number has increased to 82 per cent. After eight years of age the number of girls who think that Mary should have obeyed her mother decreases steadily, if not regularly, till at sixteen but 23 per cent de-

CHART II.—BOYS AND GIRLS, AGES 6 TO 16.

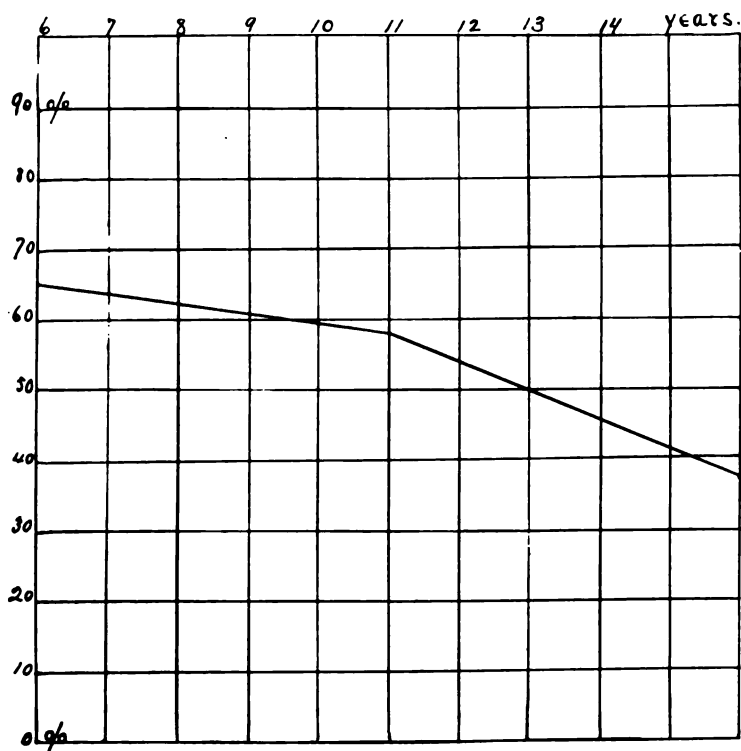
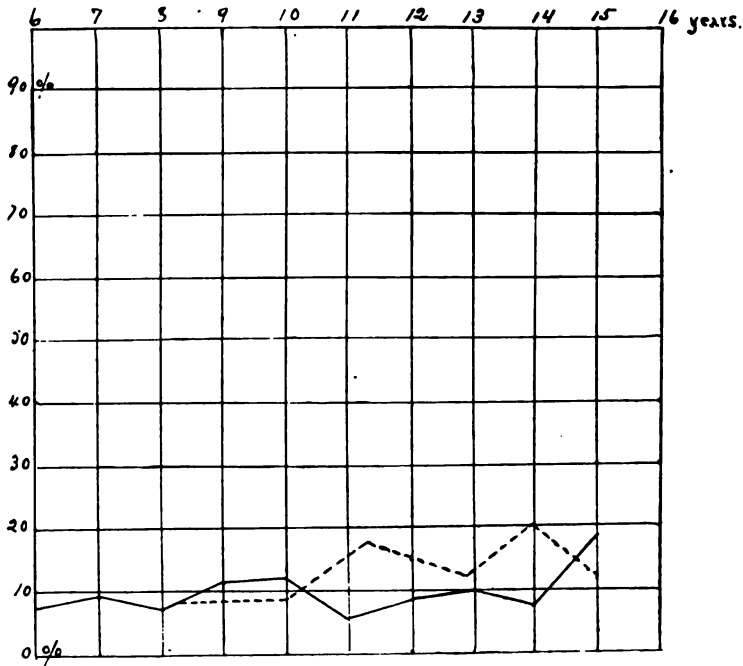


CHART III.—OBEY BOTH.



Straight line indicates Boys. Wave line indicates Girls.

cide in favor of parental authority, while 67 percent think Mary should have obeyed her teacher. Beginning at six years of age with an expression of opinion about equally divided between the two conflicting authorities, the number of boys who think Mary should have obeyed her mother increases until they reach nine years of age, when 67 percent of them are of that opinion. After this, with one marked exception, when boys reach the age of eleven, the expression given by the boys runs almost parallel to that of the girls. Very young children are often influenced by the immediate presence of the person (teacher or parent) who asks a question, and either this fact or a smaller number of papers may account for the apparent variations in

the earlier years. It is more difficult to understand the variations shown in the judgments of boys of eleven.

In Chart II and Table II results are massed. This method, by excluding slight variations, brings out clearly and forcibly the general law, that from six to ten years of age a majority of children regard the authority of a parent as more binding than that of a teacher. From ten to thirteen, opinion is about equally divided in regard to the matter, and after that time the majority decide in favor of the authority of the teacher. The disposition to accept the

CHART IV.—6 TO 10 YEARS. CONFLICT OF AUTHORITY. TABLE OF REASONS.

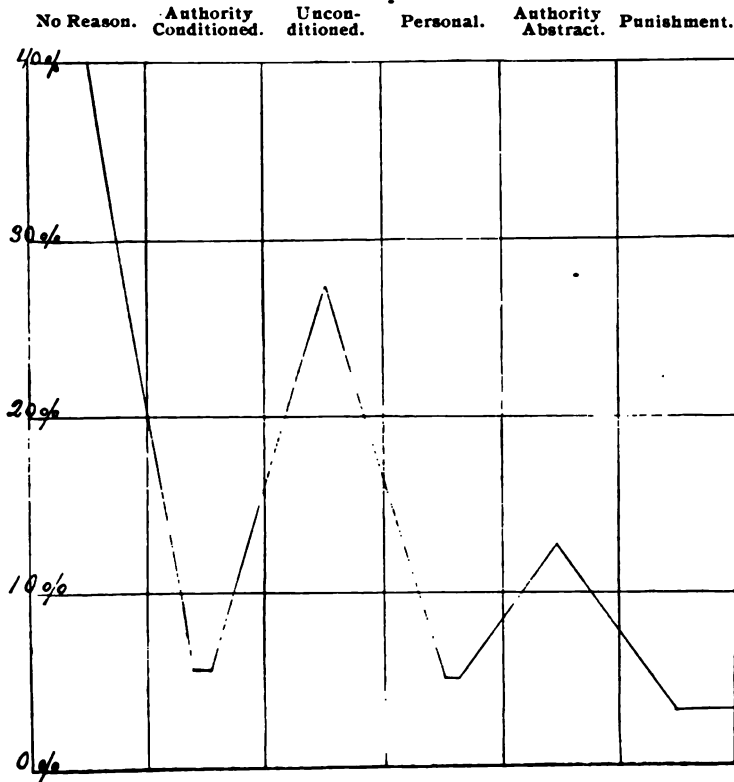
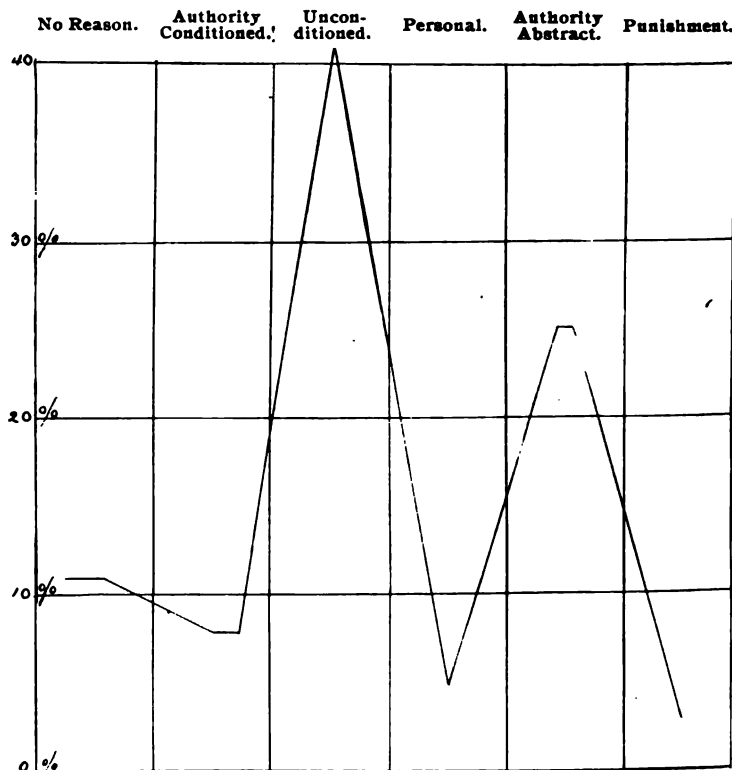


CHART V.—10 TO 12 YEARS. CONFLICT OF AUTHORITY. TABLE OF REASONS.



teacher's authority grows steadily after the first years. This may be the result of habit, but a study of such reasons as are given points rather to a development of a power to reason and to abstract ideas as the true cause.

Most of the reasons given by the children were finally grouped into five large classes. The results in percents, together with the percents of children who gave no reason, are expressed according to ages on Charts IV, V and VI, and comparatively on Chart VII.

The classes are as follows: (A) Authority uncondi-

tioned; (*B*) Authority conditioned; (*C*) Authority abstract; (*D*) Punishment; (*E*) Personal reasons. Class *A* includes reasons where children accept authority as embodied in a personality, a command, or a tradition, without in any way attempting to question or to account for it. The following answers are typical: "Mary's parents (or teacher) told her to." "It is right to obey your parents." "Her parents (or

CHART VI.—13 TO 16 YEARS. CONFLICT OF AUTHORITY. TABLE OF REASONS.

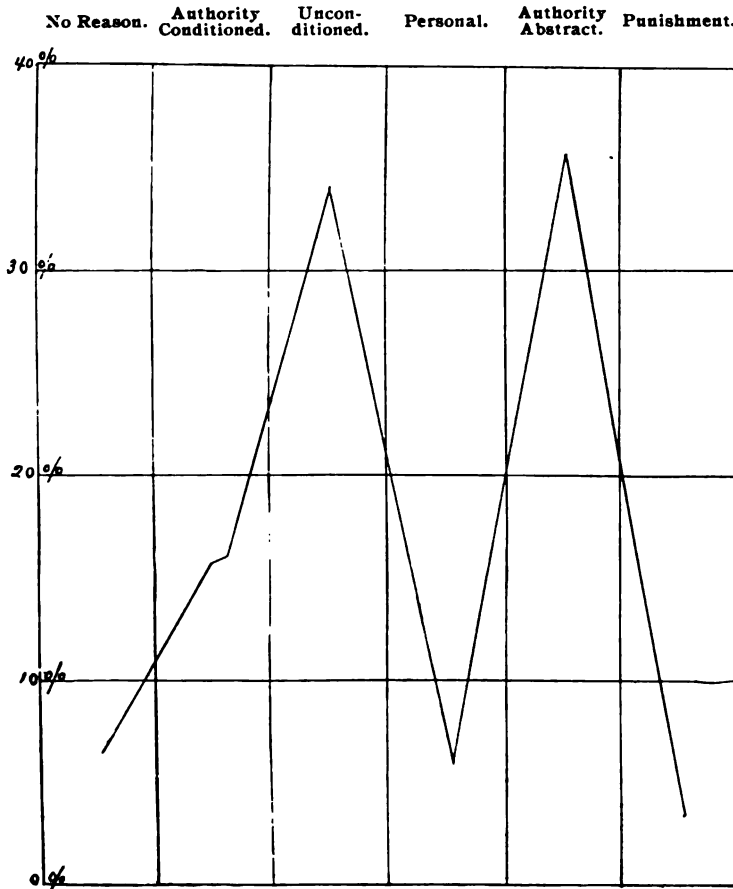
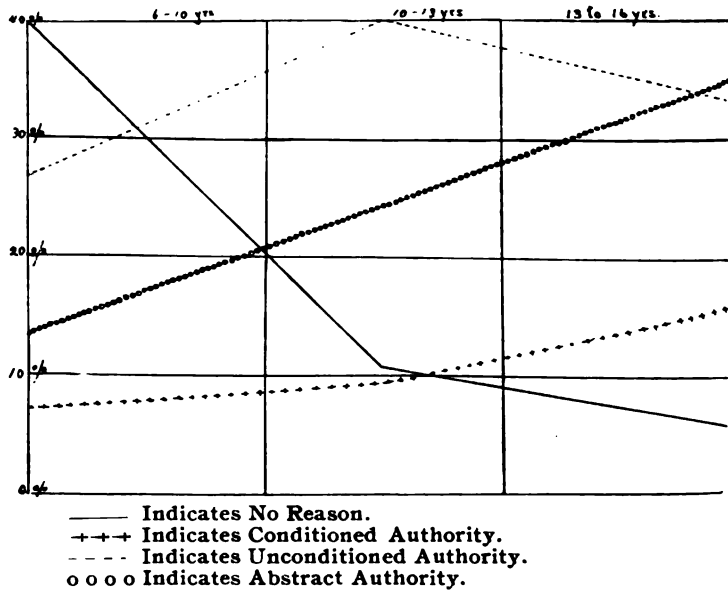


CHART VII.—COMPARISON OF REASONS.



teacher) are the boss of her." "The Bible says;" "Mamma knows best;" "Mary was in school." The first reason is given oftener than any, and is, apparently, an imitative rephrasing of "You must always do just as mamma tells you to." This first class of reasons would, no doubt, have been greatly enlarged if the children who gave no reasons had expressed themselves, in which case reasons given under "Authority conditioned" would in Chart IV have exceeded any other class of reasons.

Class *B* includes such reasons as show an enlargement of the idea of authority. That idea no longer represents an arbitrary being or thing alone, but shows some comprehension of the reasonableness of the authority or command. Among these reasons are the following: "Mary's parents take care of her." "Mary's mother and father clothe her." "Mary was under the teacher's care."

Class *C* includes "Conditional Reasons," which indicate

power to abstract and extend the idea of authority. Children who give such reasons say: "Mary might have obeyed her mother and explained to the teacher," or "She might have obeyed her teacher and explained to her mother." "Mary's mother did not mean her to disobey her teacher," or "Mary should have obeyed her mother at home and her teacher at school." These answers show the highest degree of reasoning power found in the papers. As might be expected, their number increases as the children grow older. Still, there is no age when some such expression is entirely lacking.

Class *D* includes reasons which arise from fear of punishment. It is chiefly interesting because it points out the fact that punishment as a reason for obedience evidently plays but a small part in the lives of the children who wrote these papers. The test is especially fair in this respect, since it involves no personal reminiscence and touches on both home and school life.

Class *E* includes reasons based upon personal affection as a motive for obedience. Such reasons never amount to more than 5 percent at any age. If this percent expresses the true ratio of this to other motives, it seems pitifully small. Some of the reasons given under this head are: "She was her mother's own little girl." "Your mother is your best friend." "No one loves us so much as our parents." "I like my mamma."

There are small groups of children who say: "Because it was in play it was all right;" "Mary would get her dress dirty;" or, "Mary's mother told her first," or "It is not ladylike to sit on the floor." A girl of ten thinks: "Mary should have obeyed her parents because they own her." A boy of eight: "Mary should have obeyed her parents because they are the boss of her." A girl of thirteen says: "If the teacher tells you to stand on your head or to sit on the floor you ought to do so." A boy of fifteen: "If the teacher allowed one child to disobey her she would be compelled to let all disobey her; if all would disobey her the school would be in a

state of anarchy; in a state of anarchy the school would disappear." In papers written by the older children some go so far as to say: "Mary's mother was silly," or "She did not have much sense"—sentiments which illustrate the great change in point of view which occurs between the age of six and sixteen.

From a comparison of reasons as given in Charts IV, V and VI it appears that during the first four or five school years they amount in the majority of cases, to a simple statement that authority is vested in a certain person, place or thing. In most cases they are repetitions of such phrases as teachers or parents use to enforce authority—phrases which children accept on their face value and in lieu of any arguments of their own. There is a noticeable absence on the part of the children at this age of any desire or ability to account logically for their own idea of the supremacy of one authority over the other.

After the ages of ten or eleven criticism has developed in connection with ideas of authority, the laws of the school have commended themselves as possessing a quality of inherent justice and a large number of the children's reasons show their appreciation of the reasonableness of the teacher's authority in the school.

During the later school years the percent of reasons classed under "Abstract Authority" increases greatly, until, when the children have reached the age of sixteen, almost seventy-five percent of their reasons belong to this class and the children show themselves able to extend the idea of authority without violence to their sense of justice.

In Chart VII there is a comparative view of "No Reasons" and of reasons classed as (*A*), (*B*) and (*C*). A majority of those who gave no reasons had they expressed themselves would doubtless have given reasons which could be classed under "Unconditioned Authority," which would have raised the percent of such reasons as given in the earlier years, much above the number stated. Results would then be expressed by a curve descending rapidly

from left to right and in direct opposition to the curve representing "Abstract Reasons," which ascends in the same direction.

If a large majority of children in early and many in later years, regard home authority as final, the school will do well on the ground of discipline alone to make an effort to win the approval and co-operation of parents and a fair-minded teacher will see that abstract recognition of the righteousness of school discipline as opposed to home discipline is not to be expected till toward the later years of school-life.

EDITH MANSFIELD.

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THE HEART OF THE STORM.

The wind was black with the rain
He lashed the lake and the plain;
He pluck'd up an oak by the hair;
Nor spire nor ship did he spare.
But when he came to the face
Of a flow'r, in a desolate place,
He kissed it down to the sod,
And went by, as softly as God.

—*Harper's Bazar.*



THE MOUTHS OF OUR SCHOOL CHILDREN.

Why are there so many mouth-breathers in our school rooms, boys and girls, whose nasal secretions have become vitiated, whose unused nasal passages have become clogged with abnormal growths, very much like vacated country lanes, grown up to weeds, whose throat and lungs have become congested because of unfiltered and untempered air inhaled, whose chests have become contracted and shoulders stooping, whose physiognomies, once bright and intelligent, have altered, expressing merely weakness and stupidity; in short, whose whole physical and mental condition are markedly depressed? What is at the bottom of it? Answer—Ignorance or neglect.—*Dr. Carl T. Gramm.*

Nervous and Backward Children.

INTRODUCTORY.

IT is very interesting to note the changing mental attitude of the world toward the weak and faltering in life's journey.

In the darker ages the mentally afflicted were looked upon as possessed of devils and the severest measures were adopted to exorcise the evil spirits supposed to be incarnated in the bodies of the victims. Little sympathy was extended to the unfortunate possessor of an undesirable tenant, because, in the main, it was held that if the individual had not welcomed and encouraged its presence it would never have come in the first place and could not remain, even when once in possession, if he would but exercise his will-power and command that it depart.

Alas for the victim! none seemed to recognize the fact that the whole question was a matter of perversion of the power of the will which prevented the individual from demeaning himself in a manner that was for his own best physical, mental and moral good.

All the methods of exorcism practiced by the early Church had as their basic principle, in the treatment of mental perversion, the central idea of immorality, and the poor unfortunate was incarcerated, bound to the rack, or tortured in ways too cruel to enumerate at this time, with the intention of breaking the stubborn will of the victim and thus forcing the evil one to depart.

As the world advanced and scientific investigation began to throw light on the nature of mental processes and bodily function, the authority of the clergy in the handling of these

cases was curtailed, the almost universal idea of the vicious nature of the affliction was abandoned and the condition came to be looked upon as a disease rather than a vice.

The history of the gradual development of this latter idea is interesting but not edifying. In the early days of medicine there were "dark ages" the same as in religion, and no one line of practice reveals these blots on the fair page of medical science more than does the treatment of the insane. While it is true that these cruel and unscientific methods were largely inherited from the past, by reason of the persistent domination of the idea of immorality, yet the profession is not wholly to be exonerated on this score for it introduced many severe and original methods in the handling of these cases.

With the advance of medical knowledge, however, more rational methods were adopted in the treatment of the mentally unbalanced, until now, kindness has almost entirely replaced the cruel regime of the past, and that which had been considered as a vice is now known to be a disease—a mental disease, pure and simple, in many cases, it is true, but none the less a disease and one in which the unfortunate individual is no more to blame than he is in cases of perversion of bodily function.

While these changes have steadily been going on in the domain of psychiatry and the world has come to look upon the extremes of mental perversion as diseased conditions, and in the main upholds the improved and humane methods introduced in the treatment of the insane, yet the old ideas of viciousness still obtain in regard to the milder forms of mental perversion. The term, mental perversion, is here used as indicating that state of mind which prevents the individual from perceiving that his ideas and consequent acts are not for his own best good, or for the good of the community in which he dwells. While it is true that perverted ideation sooner or later finds expression in perverted bodily function, and the basis of many a so-called vicious bodily practice is to be found in a state of mental perversion,

yet it must also be recognized that abnormal bodily conditions are equally to blame for perverted mental states. We must, therefore, not fail to recognize the fact that opportunity is here afforded for a vicious circle of reciprocal effects. This, however, is not the central idea that we wish to convey, but rather the viciousness of separating mental states from physical conditions and holding the mentally diseased individual morally responsible while we exonerate the bodily diseased individual and commiserate him upon his unfortunate condition. This latter view of the subject is simply the domination of the old idea that formerly held sway in the asylum and which still finds expression in the home and the schoolroom.

Now, no one can accuse the writer of this article of bias in the handling of this question, because he goes even farther than the Church ever did in its darkest age in holding to the sinful character of diseased conditions. For he says that "sick folks, excepting those congenitally diseased, injured or infected, are bad folks," having broken some of the laws of Nature. Not only this, he holds that it is just as wicked to break the laws of Nature knowingly as it is to break any of the Ten Commandments, for God is just as truly the God of Nature as he is the God of man, and he who knowingly transgresses any of the laws of Nature is morally just as responsible as if he had broken the decalogue.

This naturally raises the question as to the extent of our moral responsibility for our physical and mental conditions at the present time. Christ said: "If I had not come and spoken unto them then they had not had sin, but now they have no excuse for their sin." The Christ-spirit, which is one of illumination, is steadily advancing in the world and "the cloak for sin" is surely being removed from the acts of men and with its removal so does the moral responsibility of man become imminent. The question of moral responsibility depends wholly upon the point of enlightenment. An individual who is physically and mentally normal and who knows the right, but willfully

does the wrong, is undoubtedly morally and legally responsible and should be dealt with as a culprit, but if it can be shown that, by reason of mental or moral ignorance, or through mental, moral or physical perversion he has committed a wrong act, then we should not hold him legally responsible.

The law holds that ignorance is no excuse for law-breaking. Christ held that enlightenment was the only basis for moral responsibility, and ignorance upon the part of the law-breaker threw the responsibility upon the accuser.

If a physically normal individual commits a crime against himself or his fellow-man—consequently against Nature, man being a part of Nature—by reason of ignorance, then it devolves upon the Church and the State to enlighten him, but if the law-breaker is a mental or physical pervert, the jurisdiction changes and the individual should be turned over to the tender mercies of medical science.

Thus, somewhat laboriously perhaps, have I led up to the consideration of some of the so-called "vicious" conditions that vex parent and teacher and tax the skill and ingenuity of the trained specialist in the treatment of perverted mental and physical states, a few of which may be here enumerated. Among these may be mentioned incorrigibility and many so-called moral perversions, such as lying and stealing; cruelty to animals and fellow-playmates; cigarette-smoking, with all its train of bodily perversions; masturbation, hysteria, chorea, stammering, St. Vitus' dance; migraine, eye-strain in nearly all its forms; chlorosis, amenorrhea, dysmenorrhea; epilepsy, melancholia and even mania as among the special conditions that pertain to adolescence and which have their basis in a perversion of the mental or physical condition of the child or in both combined.

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100 State St., Chicago, Ill.

(To be continued.)

The Daily Program in the Schools.

ONE of the most important factors of a successful school is a properly arranged and well-balanced daily program. It is not my purpose in this article to outline such a program in all of its details, but to lay down certain principles which rural and city teachers alike can apply. Some have mixed schools, in which there must be twenty or more recitations, and others are in charge of one or two classes in a well-graded school. Again, some are placed over sixty or seventy pupils, while others have less than half that number. No inflexible program can, therefore, be laid down; but there are certain general principles which apply to all kinds of work. I think I shall show that there are laws which must be obeyed or great loss of strength on the part of teacher and lack of progress on the part of the pupils must follow.

What is to indicate the laws which shall give us the proper outline of the daily program? It seems to me that the answer is to be found in Child-Study. This is a recent movement in pedagogics, which, while it has thus far been somewhat desultory and impracticable, has, nevertheless, been productive of some very excellent results. Take, for instance, the question of how rapidly the child thinks. It has been found that a child of seven years comprehends the letter *t* in .468 of a second, the letter *u* in .382 of a second, and the letter *b* in .379 of a second. But the whole word *tub* is comprehended in .331 of a second. That is, the whole word is comprehended with 88 percent of the average time and effort used in comprehending the letters of which it is composed.

I propose to give the results of investigations by Professor Krohn of THE CHILD-STUDY MONTHLY, of Professor Friedrich of Wurzburg, Germany, and of Dr. Schuyten of Belgium. The first made his tests on the line of memory, the second on accuracy, and the third on attention.

Professor Krohn tested 25,000 children in the state of Illinois as to the period of the day when memory is most retentive. I suppose that the children tested were found in schools of all grades, city and country, graded and mixed, and that there were morning and afternoon sessions with a noon recess.* I have constructed the following table to show the results at a glance and to make comparisons:

· MEMORY TEST.

<i>Periods.</i>	<i>Time.</i>	<i>Under the average school program.</i>	<i>When the order is Reading, Grammar, Arithmetic, Geography, History.</i>	<i>Arithmetic, Elementary Science, Reading, Drawing, Geography, History.</i>
I.	8:30 to 10:15	.89	.89	.89
II	11 to 12	.62	.58	.79
III	1 to 2:30	.74	.68	.82
IV	3 to 4	.81	.76	.86

Let us now study this table and see what lessons it teaches. It will be noticed in the first place that whatever subject is taken first in the morning the average retentive power of the children reaches 89 percent. In the next place, under present conditions—that is, taking the schools as we now find them, some with properly arranged pro-

*This was certainly the case. Since the above report quoted by Professor Seeley tests on 15,000 additional children were made, verifying the same results *in toto*.
W. O. K.

grams and others with badly arranged ones—in Period II the children only remember 62 percent, a dropping off of 27 percent from Period I. Does the teacher appreciate what that means? It means that with such a program no amount of effort on her part, no expenditure of vitality can overcome this terrible loss. Even the children are not at fault; their mental powers are simply exhausted, and more than one-third of what their teacher tries to teach them and they try to learn is lost. Of course one must admit that with powers depleted there must be some loss; but need there be such a tremendous decrease in the ability to retain, as this table shows, is the important question before us.

But this is not the worst side of the case. Let us look over into the next column of this second period. In this case reading comes first in the morning, grammar in the early forenoon and arithmetic the last period in the forenoon session. We now find the condition of the memory still worse—for the average is only 58 percent. The retentive power has decreased 31 per cent from Period I, and is 4 percent lower than under the first conditions in Period II. I ask teachers, who wonder why their pupils forget so much, Cannot here be found at least a partial explanation?

A comparison of the result in the third period, that immediately after the noon recess, shows a recovery of 10 percent over Period II in this column, but still 11 percent as compared with the same period in the first column. The rest and nourishment which the children have had thus bear immediate fruit. But if, after the recess, school be continued for the same length of time as the practice in some cities, then we witness still greater depletion, and the results will produce results still more deplorable.

Turning our attention to the last column, we find that there is a recovery of 10 percent, but the question still remains, Can this be maintained? The average is 76 percent.

column of statistics I wish to make some observations as to this final period of the day.

In the last column we have the result when arithmetic is placed first in the morning, some lighter subject like elementary science in the mid-forenoon, an easy subject like reading or drawing at the end of the morning session, geography after the noon recess and history at the final period of the day. Under this arrangement the percentages show a remarkable improvement. Thus the improvement in the second period is 21 percent over that of the same period in the preceding column, that of the third period shows an increase of 14 percent and that of the last period of 10 percent. Again the falling off in the second period from that of the first period, or what we might call the normal, is only 10 percent, that of the third period only 7 percent and that of the last period only 3 percent. What better argument for a proper arrangement of the program than the story told in this last column? A saving of from 10 to 21 percent would be considered a great thing by a merchant or a manufacturer. Is it not a greater thing for the children, to the teacher and to the public who support the schools? I wonder if the arrangement of the program is not of far greater importance than we have thought.

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fifty boys averaging ten
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tions. He tested the chil-
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been allowed after each hour,
no recess at all was allowed.

He found that the percentage of errors increased from 2 percent at eight o'clock to 17 percent at eleven o'clock, when there had been no recess, and that the errors were reduced by nearly one-half when rests were taken. Here we have an incontrovertible argument for the recess. If it is found that the pupils can do more and better work in fifty minutes after a ten minutes' rest, it would be a foolish teacher who did not give the recess. Here is another opportunity for observation by every teacher. Prof. Friedrich found that the noon recess does not give a complete rest and that while there was an upward tendency for awhile, as the demands of the digestive organs grew less, the fatigue was more rapid in the afternoon than in the forenoon. This would mean, of course, that if the afternoon session is as long as the forenoon session, the last period of the day must produce weakest results. The Germans take cognizance of this by having only four afternoon sessions per week, by never having more than a two-hours' session and by assigning for that time such subjects as drawing, gymnastics, needlework, singing, etc. With the exception of this last point, the results of the investigations as to accuracy are wholly corroborative of those of memory.

ATTENTION TEST.

Dr. Schuyten's observations in Belgium were made in four different schools. They do not include a thorough investigation of this important subject, being made simply with reference to temperature. But even the meager results obtained have an important bearing upon this subject; therefore I give them, hoping that others will take up the investigation and carry it still further. It can be done by any teacher any day without especial formal rules of procedure. Dr. Schuyten found that the attention of children varies inversely with the temperature of the atmosphere, being greater upon a cool day than upon a hot one; that it is greater in the higher than in the lower classes; that it is higher among girls than among boys and that it decreases from the beginning to the close of each half-day.

From these investigations the following general principles or conclusions seem inevitable:

1. *An improperly arranged daily program incurs a fearful waste.*
2. *The subjects requiring closest attention, greatest use of memory and strictest accuracy must come in the early morning hours.*
3. *The weight of evidence seems to show that those standing second in point of difficulty should come after noon but not too close to the noon recess.*
4. *Frequent recesses are necessary, not only for hygienic reasons, but in order to secure the best educational results.—Prof. Seeley, in Normal Instructor.*



INFANTILE ATHLETICS.

Dr. Henry Ling Taylor recently called attention to the proportionately greater effect of exercise in children than in adolescents or adults, and pointed out its value. But during the second year, he said, the child should be guarded against too much exercise, and should be made to take a nap every day.

Neither man nor child could attain the best development in a sultry atmosphere, and hence the child should be allowed to tumble around while freely exposed to the air. This "air bath" should be taken twice a day. While free exercise was desirable, evil frequently resulted from forcing children to sit up at too early an age or coaxing them to walk too soon.



If the secret of education lies in the fact that the alternating exercise of mind and body is the best form of recreation, then physical training and games are two indispensable things.—*J. Chr. F. Gutsmuths.*



"Joy in one's work," "is the consummate test, without which the work may be done, indeed, but without which work will always be done slowly, clumsily and without the finest perfection."—*Phillips Brooks.*

Editorial.

Dr. Oscar
Chrisman.

WE are much gratified to be able to furnish our readers, together with his valuable article, an excellent portrait of Dr. Chrisman, who has been so prominently identified with Child-Study the past few years and who is to-day one of the ablest exponents of this vigorous pedagogical movement. He is certainly a leader in educational thought and action and much credit is due him for the very effective work carried on during the last few years by the devotees of Child-Study.

Born in Indiana, at Gosport, Professor Chrisman has, from his earliest youth, been in close touch with American schools—both good and bad. His parents were Dutch and from them Dr. Chrisman inherited the qualities that enabled him to surmount tremendous obstacles in his zealous endeavor to gain an education. His father dying when he was but ten years of age and leaving him without resources, made it necessary for Mr. Chrisman to earn every dollar himself, which he used in the pursuit of his studies in school and college. His early education began in the public schools of his native town; at the early age of fourteen he taught in these schools for some weeks as a supply.

At the age of twenty he began to teach regularly, first in the county village and later in the city. This he did for ten years, teaching in every grade from the first to the twelfth, and passing from the position of subordinate teacher to that of principal.

In 1885, when he had attained the age of thirty, realizing that, though he had a wide experience as teacher, his education was somewhat limited for one so ambitious, Dr. Chrisman arranged to spend three years in further study at the Indiana State Normal School and at the State Uni-

versity of Indiana. He was so well prepared for this work by private study that he was graduated from the four years course at the Terre Haute Normal in two years (1887) and at the end of the following year he was graduated from the Department of History at the State University, receiving the degree of A. B. This university conferred the degree of A. M. upon him in 1893.

The year 1888-89 he spent as principal of a city ward school in Houston, Texas, and the three years following he was City Superintendent of Schools at Gonzales, Texas. In the fall of 1892 Mr. Chrisman was appointed to a fellowship at Clark University, where he remained for two years in close touch with the inspiring companionship of President G. Stanley Hall. In 1894 he sailed for Germany (together with his wife, whom he married in 1883) to pursue special work in pedagogy at the University of Jena under the direction of the celebrated Professor Rein. He received the degree of Doctor of Philosophy at this institution in July, 1895, and soon after went to Berlin, where he had the advantage of the Royal Library in completing his doctorate thesis on the subject of *Paidology*.

Returning to America, Dr. Chrisman was, in September, 1896, appointed to the professorship in History of Education and Child-Study at the Kansas State Normal School, which is, by the way, the largest state normal school in this country. Ever since assuming this position Professor Chrisman has been very active in presenting the subject of Child-Study at various teachers' associations. In July of last year he attended the Texas State Teachers' Association at the invitation of its Executive Committee and organized the Texas Society for Child-Study. (See THE CHILD-STUDY MONTHLY, November, 1897—p 287.) At present Dr. Chrisman is Secretary-Treasurer of the Kansas Society for Child-Study.

From the beginning Dr. Chrisman has maintained that the study of the child is to become a science in and of itself, and he was the first to suggest for such a science the name *Paidology*.

What Dr. Chrisman includes under the term "Paidology" is beautifully shown in detail in his doctor's dissertation which, unfortunately, is not published in English. This thesis has received much attention, not only in this country but also in Europe, having been reviewed among other journals in the *Revue Philosophique*. (May, 1897.) His articles in *The Forum* (Feb. 1894) and the one appearing in *The Educational Review* (current issue) show in English what Professor Chrisman includes under Paidology as a separate and distinct science. Since Dr. Chrisman coined this term it has found its way, not only into the Standard Dictionary, but also into the writings of leading authorities on Child-Study.

Not only did Mr. Chrisman have the immeasurable advantage of coming into close personal touch with two of the great educational masters as their student—Hall and Rein—but he also had the joy of an intimate acquaintance with Professor Preyer, whose life and work were reviewed in *THE CHILD-STUDY MONTHLY* for October in 1897. One of Dr. Chrisman's most prized treasures is a letter from Professor Preyer, commending his work and endeavors—a letter from a man whom the whole educational world delights to honor.

Dr. Chrisman has become well known as a contributor to the various educational journals and leading magazines. The following are some of the more important of his writings:

Secret Language of Children.—*Science*, XXII, p 303; XXIII, p 18. The Hearing of Children.—*The Pedagogical Seminary*, II, p 397. Child-Study, a New Department of Education.—*The Forum*, XVI, p 728. Paidology, The Science of the Child.—*Report Commissioner of Education*, 1892-93, I, p 361. (Reprinted from "The Inter State School Review.") One Year With a Little Girl.—*Educational Review*, IX, p 52. Paidologie, Entwurf zu einer Wissenschaft des Kindes.—*Inaugural-Dissertation*. Jena, 1896. Children's Secret Language.—*THE CHILD-STUDY MONTHLY*, II, p 202. How a Story Affected a Child.—*THE CHILD-STUDY MONTHLY*, II, p 650. The Secret Language of Children.—Three papers in the October, January and June numbers of *The North-Western Monthly* for 1897-98, VIII, 187, 375.

Exceptionals.—*Kansas State Normal Monthly*, X, p 51. The Religious Ideas of a Child.—*THE CHILD-STUDY MONTHLY*, March, 1898. Paidology Outlined.—*Educational Review*, March, 1898. The Secret-Language Period of Children.—To appear in the May number of *The Century Magazine*.

Dr. Chrisman is a man of whom we expect much for he has already accomplished much. His effective work in behalf of Child-Study is commensurate only with his well-trained mind, his thoroughly seasoned character, his deep-seated power, his virile strength. In his work he is bound to go on "from strength to strength" until his name will be synonymous with all that is good in educational methods. We predict that somehow and somewhere in a great university he will be made the head of a new, complete, perfectly ideal department of education christened after his own heart—Paidology. Then will come a still higher order of success than any yet achieved and the joy of this success will be greatly enriched by the thought that it is thoroughly deserved.

W. O. K.



**What one Mothers'
Child-Study Club
Accomplished.**

THE past year has been a year of marked activity along the lines of practical Child-Study on the part of mothers. In towns and cities local clubs have been organized for the prosecution of the study of children, especially those phases of the study that have a common interest for both mothers and teachers.

One of the first clubs of the country in point of effectiveness and the spirit of co-operation that obtains between mothers and the teachers is that organized under the auspices of the Hancock School of Detroit by Miss Harriet A. Marsh, its principal, whose guiding hand and keen foresight have caused the club to accomplish much.

In a recent letter to the editor of *THE CHILD-STUDY MONTHLY* Miss Marsh alludes to some of these results, and we take the liberty to quote from her letter:

"During the past two and one-half years no scarlet fever

and only one case of diphtheria has occurred in our district, though both these diseases reigned with about the average malignity before the attention of the mothers was directed to the duty of isolation, etc.

"This year an Aid Society has been formed as a sort of auxiliary to the club. This society numbers from twelve to fifteen mothers, who meet once a week at the home of some member to sew and make over clothing for the poor children who otherwise would be unable to attend school. No money is received; only cast-off clothing. The teachers, however, established a small fund to be used for mending shoes brought in to us. By these means over one hundred garments, eight pairs of shoes and eight pairs of rubbers have been distributed up to date, and, so far as we know no pupil in our district has been obliged to stay at home for lack of clothing.

"The children are much more cleanly, tractable, and obedient since the organization of these meetings, and the mothers *very* much more helpful."

Miss Marsh has prepared a pamphlet on "Mothers Meetings," which includes syllabi prepared for use during school year, with the list of subjects for the entire year and appropriate suggestions for the presentation of the same. This pamphlet can be secured from Miss Marsh for the sum of 15 cents. It is an excellent guide for any newly organized Mothers' Club to use as a basis for work.

**That
Fatigue
Period.**

THERE has been much discussion of late with reference to the daily program in the elementary schools; in fact, we believe some of the best results achieved from Child-Study have been the well-established conclusion that certain hours are better adapted for hard study on the part of the pupils, and certain other hours are not at all adapted for such vigorous work, but should be the period of the lightest work of the entire day.

It is well-established, for example, that the hour between eleven and twelve is the worst of the entire day for

arithmetic recitation and drill. These results are well set forth in Professor Seeley's article on "The Daily Program." As a case in point we submit the following observation sent to us from a distant state by a practical teacher:

"Once upon a time, as the stories run, there was a teacher who said she believed no psychological nonsense. She turned a deaf ear to all the suggestions of her principal respecting the arrangement of her program and chose the eleven o'clock school-period for her drill in arithmetic. She believed any child could learn anything if only the teacher insisted strenuously enough. At the end of several weeks of drill on the combinations to be taught in her grade, she was amazed to find that very few of the children knew anything of the work she had attempted to teach.

"She redoubled her energy and lengthened the time spent, but no success crowned her efforts. She went to the principal and complained of the class as a dumb, slow set.

"The principal believes that effects follow causes, and in search for the cause, saw that the period given to this drill work was that during which the child is usually the most fatigued. Feeling assured that she had found the root of the matter, she insisted that this same work be attempted in the first school-period of the day. In less than three weeks the children regained their lost ground and now bid fair to equal any children of their age and grade in the same work.

"They belong in the Second Grade and average nearly eight years of age. This incident would seem to strengthen the opinion of many teachers that some manual work or games should take the place of mental effort at this period."



The following from a correspondent certainly speaks for itself, and its points are, indeed, well taken. It might well be styled:

A BIT OF PARENT-STUDY.

M., aged five, is at tea with a little friend. His brother O., aged seven, runs over on some pretext during the meal, sees cake at

M's plate and exclaims to the gentleman at the head of the table: "You must not let M. have cake for supper. You know mamma does not allow us to have cake for supper."

Without a word this educator (!) passes the plate of cake to O., who unblushingly takes a piece and returns home. This incident is afterward related to the mother of the two children by the wife of the gentleman concerned, as a matter highly amusing. Wherein lies the humorous side? Is it because a child of seven could be tempted by an elder in whom he placed implicit confidence?

"Whosoever shall offend one of these little ones"—but who was the "little" one?
J. S. R.



The appointment is announced of Frank M. McMurry, Ph. D., to the chair of Theory and Practice of Teaching at the Teachers' College of New York, recently incorporated in the educational system of Columbia University. Professor McMurry is a recognized authority on educational methods. He finished his studies at the University of Michigan in 1882; was principal of various schools in Illinois until 1886, and then spent three years in Germany, taking his doctor's degree at the University of Jena in 1889. He was thereupon called to Chicago to take charge of one of the principal grammar schools in that city, and was called from there to the chair of Pedagogics at Normal, Illinois. In 1893, after another period of study abroad at Berlin, Geneva and Paris, he was called to the chair of Pedagogy at the University of Illinois, and from there to Buffalo, to assume charge of the educational department at the University. He is the author of many monographs on pedagogy, especially on the Herbartian theory of education. We congratulate Dr. McMurry and wish him the success he richly deserves.



"The smallest headache or heartache of those whom you know and love is ten thousand times worse to you, rightly or wrongly, than the bitterest griefs of the vast unknown and unnumbered multitude. A child's cut finger affects his mother more than a famine in China or an earthquake in Peru." *Grant Allen.*

The Educational Current.

Concerning an
Illinois School-Master.

PERHAPS no governor of Illinois, not even his immediate predecessor, has ever been subjected to as incessant and bitter criticism from the great newspapers as John R. Tanner. It is not supposable that, under the same circumstances, any other man would have been assailed with less virulence. However this may be, if the school men and women of Illinois had to audit his account they would place to his credit one item which it would take many "errors" to balance. We refer to the neatness and dispatch with which he corrected the egregious blunder perpetrated by the removal of Frank Hall from the superintendency of the Illinois Institution for the Education of the Blind. For a quarter of a century Mr. Hall had been the most original thinker and one of the most active and inspiring leaders of public school men in Illinois. Governor Fifer brought the man and the opportunity together and the great heart and tireless brain of Hall were doing the rest, when his work was interrupted by his removal—unaccountable from any standpoint, much less from that of "reform." But the mistake has been corrected and, while the educators of Illinois approve, the blind all over the world rejoice. THE CHILD-STUDY MONTHLY is sure its readers will be interested in the following description of Mr. Hall's great invention

THE BRAILLE STEREOTYPE-MAKER.

We quote from an article by Paul Hull in the *Chicago Inter-Ocean* of February 5:

The Illinois Blind School, in its methods and in results, is easily at the head of like schools the world over. The blind of the world probably know and love Superintendent Hall better than any other man, for in his Braille-stereotype-maker he has given to the blind a priceless treasure. As the blind necessarily read with the fingers,

two systems of dotted alphabets have long been in use by them—one called "Braille," from the name of the inventor and the other "New York point." The letters and characters of Braille are derived from six dots arranged vertically, like three colons (:) in a vertical pile. Writing for the blind had long been a laborious task, pricking out the letters with the stylus and tablet. Late in October, 1891, Mr. Hall conceived the idea of a typewriter for the blind, which would produce printed matter which the blind could read. He made one with six keys, corresponding with the six dots in the Braille system. The first machine was exhibited in Jacksonville in June, 1892, and students of the school for the blind then wrote upon it memorized matter at the rate of eighty words per minute, and new, dictated matter at the rate of thirty words per minute. The completed machine for writing on paper led to one of stronger construction for perforating tinfoil, and this, backed with cement, was used as a stereotype for printing on paper.

FASTER THAN A TYPEWRITER.

The work was laborious for the fingers, however, and the best stereotype that could be produced on tinfoil would not stand up under more than fifty impressions on the press. This great fault was finally corrected in the present machine, in which the styluses for each character are selected by means of a keyboard similar to the first Braille writer, but the embossing is done with the foot, acting on a lever. Thus, a sheet of brass is as easily punctured as was the paper in the hand writer, and a stereotype is produced that the press cannot wear down. This machine has revolutionized printing for the blind and it has opened to the blind the entire field of literature enjoyed by those with eyes. With equal demand books for the blind can now be printed as cheaply as the same books for those who can see. It is a longer step forward than the type-setting machine and the writer for the blind is far ahead of the writer for the seeing. The latter writes his matter on a type-writer. It goes to the type-setter who composes it on a type-setting machine with a type-writer keyboard and his type goes to the stereotyper who prepares a plate for the printing press. The writer for the blind now covers all these intermediate steps and from the thought in his mind to the stereotype for the press is but one step. A newspaper for the blind could to-day "scoop" the best equipped plant in existence on late news, for the reporter who "covered" the early morning fire or murder could put his "copy" directly on the press.

There are blind persons in this school who can write dictated matter on these brass plates as fast as the ordinary typewriter can on the business office machine. *Mr. Hall secured no patent on his invention and has given it without charge to the blind of the world.*

**Children's Interests
Are in the
Present.**

WE forget that a child has childish conceptions and wishes; and while a man might desire to be a noble man, a babe cannot wish it. It is merely to please the teacher that the child will declare his interest in such a thing. We must rather reach him through his present enthusiasms, through those that are vivid in his life and that appeal to him immediately. Only injury can be done by constantly referring to those larger and more comprehensive interests, such as being a good man or woman, which the child may begin to think seriously about after he passes adolescence, but not before. It is a case again of the adult dealing with the child from the adult standpoint; time and energy must always be uselessly spent, if nothing worse is done, by pursuing any such course.—*Dr. M. V. O'Shea.*



**Who Invented
Child-Study?**

WHO invented "Child-Study?" asks the *Pennsylvania School Journal*, and proceeds to give it up, as follows: "This is too hard. Froebel and Pestalozzi knew something about it. It is said of one who lived even before these men, 'And he took a little child and set it in the midst of them.' It is even possible that Mother Eve devoted a few years to scientific Child-Study in the early history of the race."



**Love of Dolls
by Children not
due to the Parental
Instinct.**

PRESIDENT G. STANLEY HALL has been conducting an investigation as to dolls and their use for children. One thousand children between the ages of three and twelve years have expressed to him their preferences—191 preferred wax dolls, 163 paper dolls, 158 china dolls, 144 like rag dolls best. Children enjoy most and love best the dolls which they improvise for themselves. They use pillows, chairs, corncobs, clothespins, hickory nuts and, indeed, almost everything which they can handle. To dolls are attributed all human qualities, and every variety of

opinion, even to religious and political preferences. Dolls are good or bad, and changeably so. They are cold or hungry, tired or sick. They are jealous, they are hateful, they hate; but are much more frequently loving than hating.

Dolls die; they are the subjects of elaborate funeral rites; they have been committed to various sepulchres, even buried in the earth, and they have been dug up again to show whether or not they had gone to heaven.

Dr. Hall does not attribute the love of dolls to the parental instinct. He is said to believe in a certain relation between doll and idol. He would have dolls used most freely in kindergarten instruction.—*New England Journal of Education.*

One of Sarah
Louise Arnold's
Stories, including
the Moral.

LITTLE MARK, age five, a muscular, stocky little fellow, started to school in September. He and his neighbor, James, age six, were dear friends. In a few weeks Mark went the way of all his ancestors and fell desperately in love. Helen, age seven, was his sweetheart. Then came the measles and Mark was absent a month. Returning to school he found that James had won the affections of Helen, whereupon Mark proceeded to "do him up" as he expressed it in describing the encounter to his mother. A coolness—a most decided coldness—now existed between the boys for some weeks. At Christmastide Mark's mother thought the hallowed season a good time to bring about a reconciliation. She said to Mark he had better go over Christmas morning and invite James to come and see the tree. "No, mamma, I don't want to." The mother tried to persuade, but in vain. Then she insisted that he must go. With all his sins of pugnacity, stubbornness, etc., Mark was an obedient boy, and he went. Ringing the bell, the door was opened by James himself, and this was the invitation: "My mamma said I should ask you to come over and see the Christmas tree. Come over after breakfast—but if you do *I'll punch your head.*"

Moral: Well, being a true story it is pretty difficult to make it fit a set "moral." But the incident contains a lesson to mothers and teachers. This was a clear case of *outward compliance, inward defiance*.



"Children Should
be Seen, not
Heard."

PARENTS and teachers alike feel that the child ought from his tenderest years to surrender his individuality to that of his superiors. Because a child is a wee bit of a thing with playful ways he is considered to have no rights which he should be permitted to assert against those of the adult who is so much bigger and who must take life so seriously. Consequently we see efforts about us all the time on the part of parents and teachers to make children ever obedient to authority for its own sake, no matter how much they may antagonize their native impulses. But nature again indicates that the parent and the teacher exist for the well-being of the child—to devote themselves to his needs; and the adult is not to have the only say as to what those needs ought to be, but he is to accept them as he finds them in the interests of the child. My thought is, then, that up to the period of adolescence the child must be indulged, at least in a measure, in his selfish propensities. The word selfish is not a happy one in this connection, however, for it suggests to the mind something worthy of blame; but the interest of the child in his own well-being is certainly not thus censurable. He comes by it as the most secure and sacred gift of nature, and no parent or teacher can suppress or ignore it without doing violence to the child's normal, all-round development.

In concrete instances that arise in the child's intercourse with his playmates he must, indeed, be guided to see that he cannot realize his own desires if by so doing he brings pain or sorrow or affliction of any kind upon others. He must form habits of thus respecting the rights of those with whom he comes into immediate contact; but it is to be questioned

if the various lessons and discourses upon unselfishness which find a place in many schoolrooms are suited to the age of the pupils to whom they are frequently given. There is danger in the teacher's trying to enforce her idea of unselfishness upon the child who is not at all ready for it; for over-hasty growth leads only to arrested development, and finally to degeneration.—*M. V. O'Shea in Primary Education.*



Susan E. Blow's
Danger Signal.

SUSAN E. BLOW, in the *Kindergarten Review* for January, says:

Those who are drifting with the wind often fail to notice the direction in which they are being borne. This truth was forcibly suggested to me last winter, when, with memories of kindergartens as they were ten years ago I looked upon kindergartens as they are to-day. In some respects there had been great progress. The games were played with a spirit and sympathy which were rare in earlier days. The occupation work was, on the whole, more simple and more artistic. Stories were better told, and above all the control of the children was at once gentler and firmer than of yore. But what had become of the Gifts as Fröbel conceived them? Where were the eager children who used to build houses after original plans; make wonderful designs with tablets; tell whole stories of their own imagining with sticks; find out for themselves how to make triangles, squares, rhombs, pentagons, and hexagons of different sizes; solve with delight simple problems in construction and discover long series of symmetric figures by consciously applying the law of opposites and their mediation;—in a word, where was the creative work which used to be the distinctive mark of the true kindergarten? To say that I found it nowhere would be unjust and untrue, and I am glad to recall gift exercises in several places with which any kindergartner might be content. As I journeyed from city to city, it became increasingly manifest that the old ideal had in too many kindergartens given way to a new one and that the new ideal was not Fröbelian but Herbartian.

Miss Blow objects, specifically, to the practice more or less prevalent of making the gift exercises illustrate some selected idea—or “center of thought” for the week or month, such as the Flower-casket, the Carpenter, or Hiawatha, and requiring each child to repeat the same illustration, to

"the entire sacrifice of Frœbel's ideal of self-expression." This she denounces as a "vicious habit", grounded in false psychology and traceable to Herbart and the doctrine that the "business of education is to supply ideas, to assist in their arrangement and to bring their proper relations before consciousness." According to Frœbel and his disciples the soul is an original fountain of energy, and the truer psychology emphasizes the development of selective, assimilative and reproductive power, by calling upon the child to act and produce, and then to reflect upon his procedure. "In the beginning, according to Herbart, are the ideas. In the beginning, according to Frœbel, is the act."

Up with the
Procession.

THE friends of Universal Education everywhere would be a more cheerful and effective army of the Lord, if they would take a more philosophical view of the movements of educational public opinion and acquaint themselves better with the relation of education to its public and private environment. There is always a sufficient reason outside for every wave that makes high or low tide inside the schoolroom.

The teacher who is only a pedagogue, living in his little world of childhood and youth, with no mental environment save the world of books and his own personal and professional affairs, is as much at the mercy of the world outside as the lone sailor clinging to his life-preserver in a mid-Atlantic storm. The real cause of so much undue exaltation and consequent reaction into discouragement is the fact that so many, even of the most cultivated teachers, practically leave out of account the whole going on of society outside their own little schoolyard. They seem to forget that these children are the vital parts of families, churches, communities, states and a nationality, all unique and all essential to the existence of such an arrangement as the American system of Universal Education. Indeed it often seems as if many of the most accomplished of these people were dealing with their pupils as if childhood and youth were

the ultimatum; their graduates, bound express for "Kingdom Come," or some ideal realm of humanity existing only in the imagination of the educational theorist. We have already learned that the president of a successful university must be not only a scholar, but a man of the world, a statesman, and, in the best sense, an astute politician. A state, city or county superintendent of schools must be all this, or himself be an inferior member of an educational machine worked by men more capable than himself.

And the teacher that does not keep up with the general life of the community she serves, and herself have a hand in all the good things going on around her schoolroom, will find herself in the condition of a scared canary bird, all a flutter in its gilded cage, trying to pipe out its little song amid the rush and roar of a Fourth of July procession, with a dozen discordant brass bands making a judgment-day in the street below.—*Rev. A. D. Mayo in the Popular Educator.*



The Weakest Point.

SUPT. HENRY G. WILLIAMS of Bel-
laire, Ohio, recently undertook for the
benefit of a Teachers' Association covering
a large part of Eastern Ohio and Western West Virginia, to
discover the "weakest point" in the professional prepara-
tion of teachers, as seen by the teachers themselves. An
interesting summary of the result is given in the *School
Journal* for January. It might be tabulated like this:

- I. Lack of scholarship, 8 per cent.
- II. No professional spirit, 8 per cent.
- III. Lack of ability to maintain discipline, 12 per cent.
- IV. Lack of psychological insight, 20 per cent.
- V. Lack of experience, 20 per cent.
- VI. Lack of ability to maintain interest, 33 per cent.

Some of the representative answers under the last head were the following:

1. My weakest point is my inability to interest all my pupils in their work.
2. The weakest point in the preparation of teachers is the lack

of power to present lessons and duty in such a manner as to hold the attention of pupils.

3. The weakest point in the teacher's preparation for her work is the failure to appreciate the limitations of the child.

4. The sad fact that few of us, comparatively, seem capable of a genuine and intelligent sympathy with child-nature.

5. The lack of genuine sympathy on the part of teachers.

6. Insufficient attention to child-study, not only from the printed page, but from the object itself.

7. My weakest point is my inability to put myself in the place of the child so that I can see his work, play, the duties of the school, and my own actions through his eyes. (Certainly well put.)

8. The inability to study correctly the individual child. Teachers should learn to know quickly the individual dispositions with which they must deal.

9. A knowledge of children's habits and children's ways of looking at things.

10. The lack of properly understanding the need of the child, and a knowledge of the wisest way to develop the mental faculties, and at the same time develop good character, and thus prepare him for good citizenship here and hereafter.

11. Teachers many times do not possess enough heart-culture. They are out of sympathy with the child, and out of touch with the world about them.

12. The weakest point in the teacher's preparation is her inability to adapt her instruction to children's minds. The true teacher never leaves the impression upon a child that she is talking from an eminence, and in any way looking down at the child. There is a great difference between being childish and being childlike.

13. Failure to understand adequately the nature of the mind and the heart of the pupil, and to detect the individual character of the pupil.

14. Too many teachers are mere finger-boards to a spring instead of being the spring itself. In such case, the pupil is unable to receive from the teacher the actual assistance he needs, and to which he has a right. Some teachers (and "great" educators) seem to think the child has no right to any assistance from the teacher.

15. The inability to stir up or wake up the mind of the child. Good teaching always finds a response in the mind of the normal child.

16. A careful study of the nature of the soul's activities, thus to acquire a knowledge of the child-mind and its limitations. Teachers should know the way in which each faculty of the mind develops and unfolds, and know the utility of each branch of study in bring-

ing about this development. The amount and character of work required of each child should be determined by a careful study of the child.

17. Teachers know but very little indeed of the workings of a child's mind, and of what a child at any given age or stage of its advancement ought to be able to do.

18. The inability to adapt the teaching to the capability of the taught.

✱

**Savings Banks
in Public Schools.**

PRINCIPAL O. J. MILLIKEN of the Fallon School, Chicago, contributes to the *New York School Journal* an interesting report of the practical methods used in his school to train young children to habits of providence and economy. We quote the following:

The 20th of last September I procured ten dollars' worth of stamps, and notified the pupils of the grammar grades to come to my office any time before or after school, and if they were interested I would inform them what to do with their pennies. The plan was outlined, and in six weeks I had two hundred depositors. Gum-chewing was reduced to a minimum, and cigarette-smoking checked. Many newsboys, of whom I have a number, began to save their pennies to buy shoes for the winter and Christmas presents for their parents, and by December 1 we had saved about three hundred dollars, and fifteen had opened accounts with some savings bank. This in a district in the stockyards, among children whose parents are not especially blessed with this world's goods, nor addicted to saving. Some who were saving for a definite purpose have withdrawn when the amount needed was reached—one to buy a goat, four to buy violins to join our orchestra and six to buy shoes.

Of course the sociological idea of saving does not countenance withdrawing, but some good has been done when a definite purpose has been attained.

One progressive fifth-grade teacher became so much interested in what we were trying to accomplish that she established a branch in her own room with the result of having forty-seven depositors out of fifty-one membership. They save, on an average, about five dollars per week.

No schooltime is used for this work. Banking is allowed one-half-hour before or after school.

The disciplinary value should not be lost sight of. A boy who is pouring his earnings into an institution of this kind is more likely to interest himself in the institution. The inner boy and the trend

of his inclinations are often discovered through his pocket, and what a chance for a revelation in child-study when a boy presents his book for withdrawal! Many boys may be turned from devious paths by the proper word spoken at this important moment. A principal with eight or nine hundred children under his charge does not often get such a chance to impress the principles of manhood upon the boys of his school.



**Child-Study and
Public Kindergartens.**

THE following extracts are from an article under the foregoing title in the *Kindergarten Magazine* for December, 1897, and which was originally read at the third annual meeting of the Illinois Federation of Woman's Clubs, Jacksonville, October 20, 1897:

The law of Illinois for kindergartens, in force July, 1895, provides that the Board of Education in any community, when authorized by a majority of votes cast in a properly-called election, may establish kindergartens for children from four to six years of age. No money accruing to the school-tax fund shall be used for that purpose, but a local tax shall be levied for the kindergartens. The lawsuit of "Jarndyce and Jarndyce" never evolved a more beautiful way of "how *not* to do it." The new law of Pennsylvania provides that school boards may establish kindergartens for all children from three to six years of age, residing in their districts, and that they shall be supported out of the school funds. Training-schools for kindergartners are also provided at public expense. The contrast between this and the Illinois law is marked.

Fatigue in childhood is productive of disease and even insanity in later life. The care taken in the kindergarten to vary the exercises of the children is in accordance with their need. Space forbids except to indicate a few of the many beauties of Froebel's provisions for child-growth in accordance with child-nature. As we leave the kindergarten age we cannot learn through observation of children that any transformation occurs at the age of six years which makes it

possible for the child to be benefited by sitting motionless five hours a day with abstract facts for his mental food. Dr. G. Stanley Hall has scientifically proven that education through manual training develops an area of the brain, as compared to the old memory-methods, as the size of the two hands compares to the end of the thumb. Organizations for "child-study," composed of parents and teachers and others interested, should be started by every club in the federation until every schoolhouse becomes a center for the education of its community. When the laws which govern childhood are known the ideal kindergarten will be demanded everywhere. In localities where no kindergarten has ever been established, one fruitful way to educate public opinion is to organize kindergarten associations which shall support kindergartens as an object-lesson and serve to induce a vote to incorporate them into the public-school system. Let us help to turn our educational pyramid, which Chas. Dudley Warner says is "standing on its apex," over on its broad and sure foundation.



A Fair Question. THIS legendary Indian hero seemed to be a favorite center of concentric exercises, and east and west, in kindergartens and primary rooms, children were modeling the wigwam of Nokomis, making Hiawatha's canoe, singing "Ewa-yea! my little owlet," and, in the intent of their teachers, getting their imaginations filled with the charms of savage life. Was this quite fair to our little Aryans and to our ideal of civilization? I frankly confess that my only source of consolation, in view of these exercises, was that while their aim was a mistaken one, their method was worse than their aim and by its defect defeated its object. I noticed with pleasure that the children seemed rather bored with Hiawatha than fascinated by him; and one little fellow whom I had the opportunity of questioning, emphatically disclaimed all wish to be like him or to live his life. In general, is it not true that the surest way to repel sympathy and disgust

imagination is to be continually harping upon your chosen theme, and that, therefore, if you wish to provoke antagonism against any ideal, the way to realize your purpose is to make children sing, play, build, sew, weave and model illustrations of it?—*Susan E. Blow.*



The great end of education is not something without the man, but something within; and that something within is *mental character*; not simply brain power, not simply conscience, but the whole nature informed and developed by the trained mind. In securing this result, we go as far as we can in education. But we stop far short of this result when we make instruction for utilitarian purposes equivalent to education. Here lies our greatest danger to-day.—*President Tucker of Dartmouth, in New York Education.*



The Traveling
Library in New York
and Wisconsin.

FOR many years Mr. Melvil Dewey, director of the New York State Library, has advocated a scheme of State distribution of books by way of loan to institutions and to groups of taxpayers on payment of a nominal fee. His plan includes a system of central control and supervision under which small collections of popular books are to be sent from point to point, kept in charge of responsible persons and circulated freely among the residents of each locality. The State of New York made an appropriation for such a system of library loaning in 1892, and has appropriated annually since. In the first year 46 libraries were sent out; in the second, 139; in the third, 212; in the fourth, 371; and in the fifth year, 447. Books have been purchased to supply the constantly increasing demand, until now there are nearly 36,000 volumes owned by the State and available for this purpose.

These libraries are all carefully chosen by expert librarians and are made up of the choicest and freshest publications. A large proportion of the books must necessarily be works of fiction if the interest of the average borrower is to

be sustained. Care is taken to provide only the very best and most wholesome stories, and to adapt them to the age and requirements of those to whom they are sent. In this respect the influence of the traveling libraries, if not distinctly educational, is at least uplifting and invigorating. A growing interest in biography, history, economics, science and art has been noted and fostered by the management and many books in these departments are continually being purchased and sent out. Some entire libraries are made up of these subjects, to the exclusion of fiction altogether, and the special collections sent to study clubs throughout the State are doing a real educational work.

* * * * *

That the books so liberally provided by Mr. Stout actually get into the homes of the people for whom they were intended there can be no doubt. The rural and village population in which they circulate numbers about 16,000. A special effort was made to induce the location of library "stations" in the very poorest and most destitute portions of the county. The cross-roads, rather than the villages, were sought as the centers of influence, and it was found that in those places the libraries were quite as highly valued as in the more populous neighborhoods. All but five of the thirty-four stations from which reports were received in 1897 were in farm-houses, and of these farm-houses seven served also as post-offices. Four of the remaining library stations were in small stores (in two of which were post-offices) and one was in a railroad station. These thirty-four stations are circulating more than 10,000 volumes annually. In the first ten libraries sent out each book was drawn twelve times on an average during the first year and it was reported that a loaned book was often read by from two to five persons before it was returned.—From "The Traveling Library—A Boon for American Country Readers," by *Wm. B. Shaw*, in *American Monthly Review of Reviews* for February.

Concerning "Tom." "TOM" is the average young American—boy or girl. Bishop Vincent knows Tom, and what is good for him, and how to tell it so Tom's teachers and mothers and fathers and employers can understand it and govern themselves accordingly. Here is a sample paragraph or two:

Now for the radical lessons which Tom must learn. He must be taught to consider himself a person and not a thing, a cause and not an effect. There is current an idea which receives its support from weak fiction, cheap lecture platforms and even from shabby pulpits—the idea that men are the creatures of circumstance and environment, that evil tendencies are the result of the choice of a great-grandfather. Tom must learn that he is in the world for the purpose of overcoming heredity, breaking through environment and putting circumstances under foot, and he must stand as a man, not a thing. I take great stock in a boy who is courageous enough to assert his principles in spite of "the fellows;" such a boy is a power and not a piece of putty.

Knowing that he is power, Tom must be taught to be independent and to earn his own way. And this applies to girls as well as to boys. I detest tramps, rich and poor. When Tom has learned to be independent himself he will respect others who have to earn their own way in the world. Again, Tom's teachers must teach him that he, being a power and independent, should not forget the law of interdependence. That is why I like the public schools. It brings future citizens together on an equal footing. It is a good thing for broadcloth and homespun to sit side by side; it doesn't hurt homespun and it does broadcloth good.

Tom's most effective teacher, when the boy is between the ages of fourteen and twenty-one, is the man for whom he works and who pays him money. Here Tom's parents have a responsibility. They must choose his employer wisely. Finally, I would say, never give Tom up. If his teacher is cross and sarcastic, take up a missionary collection and send that teacher to the north pole. Remember that some boys do not mature until they are twenty-five and some men have astonished the world at fifty. The stupid school-boy of to-day may be the valedictorian at college, the statesman of future years. It sometimes takes the Almighty Father eighty years to get a good grip upon a human soul. Therefore, I say, Tom's teachers at home and in society should never give Tom up.

Workings of Children's Minds.

PAUL HULL, writing of the Jacksonville (Ill.) Institution for the Blind, in the Chicago *Inter Ocean*, tells the story of two blind boys who were overheard exchanging views about heaven: "What would you like to see first when you get there?" said the first.

"I'd like to see my mother," was the answer.

"I wouldn't. I'd like to see the days of the week."

Susie's grandmother had been scolding her. A few minutes later, Susie sat alone with her grandmother, playing with her kitten. She took the kitten in her arms and said: "Kitty, I wish one of us three was dead. 'Tisn't you, Kitty, and 'tisn't me, Kitty."

Tom was sent to carry an invitation to tea.

"Mother wants you to come over to tea, and then she says it'll be over."

Child—"Father, I never heard you say *your* little prayer."

Mamma—"Jimmy, I want you to keep as far away as possible from that Tommy Jones. He is not a good boy for you to associate with."

Jimmy—"I do, mamma, he always stands away up at the head of our class."

A ten-year-old Illinoisian: "Yes, we're clean through fractions now, and next week we are goin' to begin workin' in dismals." (Decimals.)

Among the Books.

Tan Pile Jim, or a Yankee Waif Among the Bluenoses. B. Freeman Ashley. Chicago. Laird & Lee.

Tan Pile Jim is no such book as "The Heart of a Boy." It is, however, a brilliant, wholesome and instructive boy's book. Jim was a poor-house waif, who ran away from a fishing-schooner, on account of ill-treatment by the captain and was found fast asleep on a pile of tan-dust by the Liverpool tanner, who liked his looks well enough to give him, first a breakfast and then a home. Mr. James Payzant, Aunt "Well-well," Tom Kenton and their friends are people it is worth the while of any boy to know. The girls will like them, too. Parents and teachers who want to train boys to be persevering and honest and genuine and ambitious will read the book with interest and profit and give it to the children to read without reservation. To all who read it will come with a fuller meaning the words they carved upon the Tanner's monument: "*I was an hungered, and ye gave me meat; I was thirsty, and ye gave me drink; I was a stranger, and ye took me in. Verily I say unto you, inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me.*" Not every boy will "come to his own," as Jim did. Few could stand that kind of prosperity. But Jim's declaration at the climax of the story, is the lesson, is the business lesson every boy ought to learn before he leaves school: "I am going into that store of mine to begin at the lowest counter, so that I can make my way up from counter to counter until I am competent to take the management of the business in my own hand. That is one lesson the tanner was always teaching me. And, furthermore, I intend, God helping me, to put his honesty and straightforwardness into every thread and shred that comes into the store and into every item of business transacted there." "Tan Pile Jim" is at once a most delightful book to read and a character builder of the right kind. B.

Pieces to Speak. By Harlan H. Ballard. C. W. Bardeen, Syracuse, N. Y. 50 cents.

This volume contains over a hundred good selections for declamation, each reinforced by a page of analysis or special suggestions for study and manner of delivery, together with about a dozen bright, short dialogues. Nearly every selection seems to be usable. The book contains no padding, is full of variety and can be recommended as a great time-saver to teachers who are often called upon to provide good selections on short notice. It will be sent postpaid to any address, on receipt of the price, by the publisher of THE CHILD-STUDY MONTHLY.



Uncle Robert's Geography. Book III, "Uncle Robert's Visit." By Colonel Francis W. Parker. D. Appleton & Co. New York and Chicago. 191 pp.

This interesting book by Colonel Parker is an excellent concrete illustration of the Pestalozzian movement in the history of education, which seeks to connect in an easy, natural manner the daily experience of the child with the school course of study. There is not a single school reform of the past century that has not moved along this line.

This book is one of the valuable Home-Reading Series relating to the farm and other aspects of country life, written by Colonel Parker, the president and ruling spirit of the famous Cook County Normal School of Chicago. Certain it is that Colonel Parker's success has largely consisted in his vigorous and constant endeavor to seize upon the child's interest, thereby promoting its self-activity, so as to induce real mental growth and increase of practical power.

Because of its inferior methods of instruction due to the fact that its children are too few and their qualifications and preparation too varied to permit of the formation of classes, the rural school has long held too low a rank among the educational institutions of our great country of free schools. The writer well remembers his first rural school, for it was "truly rural." The children were in varied degrees of advancement, ranging from the A, B, C's of the "Chart Class" to Algebra—in all, thirty-two classes daily—and yet there were but fifty-five pupils in the entire school. No thoroughness of instruction on the part of the teacher was possible. For the country school we must have other devices than class instruction, and Colonel Parker in his book has given us such a device of high order. The limitations of the country school find expression in the dire

necessity for such methods as this book presents and the remedy is found in the book itself. The difficulties of the rural-school problems are immense, as is evidenced in the report of the Committee on Rural Schools of the National Educational Association, and this committee provides a partial remedy in just such reading books as "Uncle Robert's Geography." The ambitious teacher of the rural school will find untold help in such supplementary reading.

There are one or two minor inaccuracies in the book, due perhaps to haste, that should be corrected in the next edition. On p. 37 this sentence occurs: "Four *white*, fat Berkshire pigs lay in the straw." If such was really the case they should be taken to an agricultural fair, a stock show or a dime museum at once, for *white* Berkshire pigs are, indeed, rare. Berkshires are extremely strong in their prejudices and have a "pig-headed" way of preferring black as the color of their every-day dress.

The book is superb. It utilizes the best methods. It will interest the child and the people at home. It will produce the best possible results.

W. O. K.



The Story of Jean Valjean. From Victor Hugo's *Les Misérables*. Edited by Sara E. Wiltse. Ginn & Co., Boston, 1898.

This latest addition to the "Classics for Children," issued by Ginn & Co., is one of the best of that excellent series, and has the added advantage of being edited by Miss Sara E. Wiltse, of Boston, so well known as an authority on special subjects pertaining to educational methods. In her introduction she strongly recommends the study of the character of Jean Valjean to boys at the age of early adolescence. "There can be no more wholesome or effective way of enlarging the soul of youth at that peculiar age when all things seem possible, because nothing is yet realized, than to bring it into sympathetic contact with a character so dynamic, and to place it under the spell of the strongest human ideas and sentiments mutually held in wholesome restraint as in this character, one of the very greatest and noblest creations of modern fiction."

It is hard to understand the action of the Philadelphia School Board with reference to Victor Hugo's great work, and in its revised form this book would surely meet the approval of even so conservative a body. The mechanical work is excellently done and the binding serviceable and in harmony with others of this series.

W. O. K.

The Nature Study Publishing Co., publishers of that beautiful and helpful magazine *Birds*, have removed to 521 Wabash Ave., where they have tastefully-arranged quarters.

Don't fail to note the JOHNSON CYCLOPEDIA advertisement in this issue. Mr. McCoy, the agent, turned in Feb. 14th, as a valentine, an order for fifteen sets, just purchased by the Chicago Board of Education. It is the only Cyclopaedia ordered for the Chicago schools this year—1898.

The Educational Publishing Co., D. A. Fraser, Manager, has removed to the Studebaker Building, 378 Wabash Ave., Chicago, where their many friends will be made welcome. This makes nine publishing houses under the same roof.

ABOUT EXCHANGES.

The February number of that stalwart among educational periodicals, *The Public School Journal*, was a "Psychological Number." To be sure, as the editor remarked, it was only a little more psychological than usual, but a few pages more would justify the title to almost any number. The leading article, "Is There a Science of Education?" was read at the last meeting of the Illinois State Teachers' Association and will well repay study.

Few educational journals have met with more rapid or more deserved success than *The Inland Educator*. The February number is No. 1 of Volume VI, and if any issue can be called best where all have been so uniformly good, maybe this is the one. "The High-School Curriculum," and "Geography as a University Study" are leading articles. Ask the publisher of *THE CHILD STUDY MONTHLY* to send you sample copy of *The Inland Educator*, when you send him names of a few friends who ought to have samples of this magazine, and you will very likely want club rates for both.

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All in all, I think January **BIRDS**, just received, is an improvement on any preceding number. The illustrations are more uniformly good—"exquisite" is the epithet applicable to each one of them. A little more and your birds will live. Your Vireo has, indeed, to me, the look of life, and seems ready to go. Nor is there any falling off in the letter-press.—*A. P. Russell, Wilmington, Ohio*.

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APRIL, 1898.

No. 10

Froebel.

Though he did blunder, as the critics say;

Though he did miss, sometimes, the shortest way
To that fair city even he had seen
In vision only, guessing where it lay;

Though, after him, a thousand following men

Hew out a broader, straighter road---What then?
It still remains that he first made the path,
Else had this straight, broad road been builded---
When?

JUSTINE STERNS.

For The Child-Study Monthly.

Method in Child-Study.

I N my work with the teachers of Indiana, at Institutes and Associations, and with teachers of the same and many other states in my classroom, I have found an army of earnest people very anxious to make observations on children, but they do not know how. These people are very desirous of studying children at first hand and in such a way as will be of practical use to them in their daily schoolroom work. They have not that foreknowledge that begets self-direction in such work and so are comparatively helpless. A great deal of good enthusiasm is going to waste on account of a lack of guidance. I also find that there is an earnest desire rapidly spreading among parents to study children in some systematic way that will result in a more reliable guide than mere empiricism, for the home management of children. Their condition is substantially the same as that of the teachers. They are even less able to take any initiative. In attempting to meet these conditions with something simple and practically helpful, I have made use of the following methods:

I. *The Psycho-Physical Record*.—In using this method the observer is expected to seek out and record all of the details that in any way throw light upon the physical and mental make-up of the child. As indicative of the physical conditions of the child, he is to note the general health, the size in relation to the age, to ascertain whether or not there is arrested development in the body as a whole; he is further to note the condition of the different parts of the body such as eye, ear, throat, lungs, heart, etc., to find out whether they are defective or normal; the muscular action, to find

the degree of co-ordination and subordination as well as to find signs of nervousness. As indicative of the child's mental make-up, he is to observe and record facts relative to the child's temperament, his degree of self-control, his likes and dislikes, what he is strong in and what he is weak in, what he is interested in out of school, the kind of companions he associates with and their favorite pastimes, the ones that sway him most, the work he is most patient and painstaking with, what he fears, what he respects, etc. Add to this as many facts about his home-life as can be found out that will throw light upon his condition. Let the teacher make as complete and accurate a record as she can at first and then recur time and again with new revelations, adding every observation that will give additional insight into the child's whole make-up. Guided by the knowledge that will result from such observations, she is better able to create new interests, stimulate lagging ones, foster budding ones and stifle perverting ones, as well as wisely to look after the physical welfare of the child, upon which his entire usefulness ultimately depends. Let the teacher also conscientiously record the effect of her treatment in all such cases. Any *one* of such observations may lead to nothing, but their accumulated revelations can not fail to bless both teacher and pupil. I shall give the following actual observations to illustrate the points referred to in this brief exposition of one method of Child-Study:

1. Arthur L.—Age 15. Slender and small for his age; has a bright-looking face; is near-sighted; is delicate, very excitable and nervous; he is easily angered but does not stay angry long. In school he is mischievous but never unmanageable. He is of a fun-loving disposition and is a great mimic. He does not like to study out of school. He dislikes arithmetic and algebra, partly because he dislikes the teachers of these; he loves history, biography, literature, mechanical drawing and debating. He has made a friend of a grocerman and loves to be left in charge of the store a little while and enjoys delivering the packages. He is fond of current magazines. His favorite authors of fiction are James Fenimore Cooper and Robert Louis Stevenson. He likes to read "The Lady of the Lake" and "Hiawatha," but does not care for poetry in general. He has great

respect for his Sunday school teacher and she likes her boys. They go camping every summer under the care of this teacher. He is very agile; attends every circus that comes along and for weeks after imitates what he has seen there.

2. Harry A.--Age 18. Small for his age, being stunted by asthma which he has had since four years old; high-pitched voice—it has not changed yet; he is very fond of outdoor sports, especially hunting; is in for fun wherever he is; always jolly and mischievous, taking particular delight in teasing others; associates with boys of twelve to fifteen years of age. He likes arithmetic, history, travel and adventure, but reads so slowly that he does not like to take time to read even what he likes best; he wants others to read to him; he has, however, improved his reading much during the past two years his reading matter is chiefly the *Youth's Companion*. He soon tires of one kind of work or play; wants a change often; wants things done quickly. Likes to attend school but has been kept away much on account of sickness. Lives on a farm, likes to be about the stock but is rather rough with it; is always guessing the weight of cattle, hogs and horses and estimating their value; is careless, thoughtless, willful, quick-tempered and subject to fits of melancholy; hates moralizing.

It is to be insisted that the observer *record* the details of her observation. This forces her to an accuracy of observation that she will not otherwise obtain. The facts are also impressed more deeply upon her mind and become better working material for her conclusions; then, in justice to herself and the child, she has actual facts in a permanent form that she can recur to and depend upon with greater safety than upon her own mental estimate, which may become both whimsical and vague. I think, on the whole, *intelligent interest* and *sympathetic insight* are best brought about by a *record* of observations. The observations by this first method, if properly made and carefully studied, will result in an insight into the disposition, the temperament, the individuality of the child, upon which insight all rational management depends.

II. *The Cross-section Method.*—In using this method the observer seizes a single event or happening in the child's life and endeavors to find the mentality corresponding to it. Some particular deed he has done, or remark he has made,

is taken and studied much as a fact in botany or physics is taken and its nature and explanation sought. The effort of the observer while using this method is to look through the objective and external fact into the subjective state in order to discover its nature and the laws of its functioning. This is the method that has been used most in the past. But unfortunately it has degenerated or rather has never arisen out of the mere anecdotal narration. Too frequently only the unusual, the pert, the exceptional things have been recorded, and the things that indicate by far the greater part of the child's life have been overlooked. The method is characteristically inductive, as it takes particular facts in the child's life and seeks the laws underlying them. It is very valuable and safe if the observations are made to cover the entire scope of the child's life.

III. *The Topical Method.*—This is the obverse side of II. By the examination of a great number of particular instances in using the second method, a generalization could be made relative to imitation, association, imagination, reasoning, or suggestion, etc. By the third method these different subjects are taken up, with our partial knowledge represented by our generalization as a basis, and studied in light of additional facts. The generalization is thereby much enriched, defined, and when faulty, corrected. This method is deductive and must be used in conjunction with the former to assure trustworthiness.

IV. *The Longitudinal Section Method.*—This method, as its name indicates, requires the child to be observed during twenty, thirty, forty, or sixty minutes, or even longer, and a record made of every thing he does and says during the time of the observation. The observer attempts to seize every minute detail that in any way indicates the mental life of the child. It is always well to have preceded this with an observation after the first method indicated, wherein the child's temperament and entire individuality is estimated in a general way. This gives a sort of setting for the minute details of the continuous observation. Every one

can certainly see the value of an observation that reveals the details of the child's life as they flow continuously for thirty or forty minutes, or longer. Space will not permit us to elaborate here the method of interpreting the data obtained by any of these methods. Neither will it allow us to give an exhaustive exposition of the methods. We can only indicate in a general way their nature, leaving the details to be worked out by each one who cares to test their usefulness. I do not know this "Longitudinal Section Method" ever to have been used before. Of all the methods I have tried with my students and with the members of the Porter County (Ind.) Child-Study Association, I have found this one most prolific of good results. It has been applied along the following lines: 1. Successive observations upon the same child, intended to be carried through a year or more and taking the child at different hours in the day and under all kinds of environmental conditions. This will give data for an intensive study of one child's life for a year. The logical sequence of such a study would be its projection through a life-time. A great number of such studies would constitute data more valuable than anything yet possessed by psychologists. 2. Single observations on a great number of children of the same age; *e. g.*, one year old, two years, three years, etc., extending such observations through adolescence. This furnishes data for extensive study revealing the nature of child-life at two years of age, at three, four, etc. 3. The same ideas applied to group-studies. This sort of observation is of great sociological as well as psychological value. I believe that psychology and pedagogy can at present do no greater work than to collect and scientifically study just such minute details as are obtained, especially by this fourth method. The following are two of the briefest illustrations I could select from those turned in by my students:

Rose, aged three years and four months:

When I went in, Rose was busy playing with her blocks. She built them up, clapped her hands and exclaimed: "Oh, see this de-

pot! It is time for the train." Then she built a train and moved it along and said: "The train is gone." She overturned it and added: "The train falls off and all the people are gone!" Again she built up the depot and train, throwing her whole soul into the work. The door bell rang, she dropped her work, came to me and asked: "Is someone coming to see you and me?" adding: "I must go downstairs." I told her that she need not, and she at once began again with her blocks. "Look at my church! I will make another. Look at the people going in! Do you see them? This is Sunday school and all the little children are in there! Now they are singing." She sings for a moment, then leaves her blocks, saying: "I believe I will play the music." She goes to the guitar, plays and sings. She turned the keys of the guitar until the strings were so loose that they wouldn't sound clearly. She then looked up at me and said: "I have broke the music; it won't play." I went to her and showed her how to tighten the strings. She clapped her hands, laughed and skipped around the room. Then she returned to the blocks and said: "Church is out now, the people go home." She came to me and saw on the table a match-holder in the shape of a little girl standing beside the matches. She asked me for it and I gave it to her. She took it over to her blocks and said: "Oh, you sweet little girl! Do you sell matches? Do you see the children coming out of Sunday school? What shall I make for you, little girl? Oh! see her little collar and cap! Her eyes are blue. Are my eyes blue?" She put the image down and said: "I guess I won't make a church; church is out." Looking at the image she said: "I will buy some matches, little girl; how many? You are a *sweet* little girl. See your curls! Will you go with me to get some crackers?" I got her some crackers. She joyfully says: "Now we will have a party. Can the little girl eat? I will name her *Eva*. Don't you think that a pretty name for her? It is my dolly's name." She went to her blocks and very carefully put them away. Then she asked me for a book. I gave her one, and she began looking at the pictures, insisting upon my telling a story about each one. She sat quiet for some minutes looking at the pictures. She then put the book away and wanted to play kindergarten games. She wanted to play the bird games. She began singing one of the songs and went flying about the room as a bird.

(Time of observation, thirty minutes.)

A GROUP-STUDY.

Four little girls, three of them about six and one of four or five, were on their way to school. The walk was covered with ice and a little down hill. One little girl said: "I can slide farther than any

of you, cause my rubbers hain't got any teeth on the bottom." The other girls laughed and the tiny one said: "Rubbers don't have teeth; but my cat has. See where he bit me to-day!" They gathered around in an interested group, and a little boy came running down the walk and slid right in amongst them. The girls all screamed—"You horrid boy! I'll tell my teacher on you! Let's wash his face!" Then they scampered a little ways after him but he was too fast for them and the three larger ones stopped and waited for the little one. One said: "O! here's a splendid slippery place—let's take hold of hands and slide!" They did—all together at first, but the sidewalk was so narrow they could not go that way and one said: "Let's just two of us go at a time." The little one and a larger girl started first and at the end of the slide both fell down. They sat still and the other two tumbled down beside them—all screaming and laughing. As long as the slant to the sidewalk continued, they continued to slide and to fall at the end of their sliding. If one tried to stand the others pulled her down. When they came to go up hill, one said: "We can't slide here, let's take turns being pulled. We'll pull Mamie first 'cause she's the littlest." They did, then one of the others tried it, but by this time the girls were tired and walked along quietly a little ways. I couldn't hear their talk except now and then. "She did!" "She didn't!" "She did, too!" which showed they were evidently disputing about something. Then one said: "Let's *run* up hill!" They all started but the little one had to stop and one of the others said: "Why don't you run like we do?" The little one answered: "I can't! The hill keeps coming up so high in front, I'm so tired my feet won't go." Just then the bell rang and two of the girls ran on, while the other waited and took hold of the hands of the little one, and they also ran up the steps into the schoolhouse.

(Time of observation, twelve minutes.)

SANFORD BELL.

Indiana Normal School, Valparaiso, Ind.



"Our teacher's awful sweet when the superintendent comes in, or when we have visitors, but she makes up for it when she gets us alone," said a sixth-year boy.

The teacher who is harsh and arbitrary and fault-finding when alone with her school, and dulcet-toned and smiling the moment visitors appear, need not flatter herself that her hypocrisy is unnoticed by the pupils. The little critics are always alert, and usually just.

"The Man Who Wanted to Go Where God Is."

A CHILD-STUDY.

FOUR-year-old Dorothy and I were telling each other stories, when she petitioned thus: "Grandma, tell about the man who wanted to go where God is."

I hesitated a moment, trying to think which of the Bible stories would fit the title suggested. Then the little voice continued:

"I'll tell it to you. There was a man who wanted to go where God is. His name was Robert. He painted a picture of some wings and put them on. The sun was there," pointing in one direction, "and he was there," indicating an opposite locality, "and he broke a hole through the sky; and God saw a head, and he looked and there was Robert and the mamma and the little baby."

Then, with great enthusiasm the little story-teller added: "And God said: 'I've got your house all done; you've come dust in time.'"

This story, told off-hand, without groping either for thoughts or words, suggested the query: "How did the little mind work?"

A few moments' reflection gave the following analysis: Just before the narration I had told her the story of Icarus, outlining it very briefly to the effect that once a man wanted to fly; so he made some wings and fastened them on with wax. All went well till, flying too near the sun, the wax melted, the wings came off and the man fell. This was the foundation. The modifications came on this wise:

Dorothy's father being an artist, her idea of wings for human beings is that they are pictures. Rising from earth

is going to God. To her baby mind it is possible to ascend into the upper air, and yet flee from the power of the sun. She has been told that God is preparing a beautiful home to which He will take us some day, and surely no right-minded man would go home without the mother and the little one. With the happy optimism of childhood, she changed the tragedy of Icarus to the glad finale of enthusiastic welcome to the mansion prepared. As for the name and its peculiar pronunciation I do not know how it was evolved.

Taken as a whole, the story was simply a weaving together of things she had seen and heard; but our words had conveyed such a different thought to the baby-mind that at first it was difficult to recognize my own stories.

If the child had varied in this way, when trying to repeat some message, or to describe some every-day transaction, would there have been any danger that in the heedlessness of crowding cares she might have been blamed for willful inaccuracy?

O! fathers, mothers, teachers, be very thoughtful, very tender in your dealings with these little ones.

EMMA MARTIN HILLS.

Haverhill, Mass.



The New York *World* asks editorially, "Who is the 'dull boy?'" and answers: "To the Greek professor he is the boy who cannot learn Greek. To the professor of mathematics he is the boy who cannot learn calculus. To the whole literary or classical faculty he is the poor fool whose brain will only absorb facts of physics and chemistry. To the witty man he is that awful creature who sits solemn over the latest joke or epigram. To the serious man he is the laughing jackass who persists in treating life as a comedy. In brief, the 'dull boy' is the square peg whom somebody is trying to fit into a round hole."—*N. E. Journal of Education*.

Nervous and Backward Children.

CHAPTER II.—LYING AND STEALING.

BIOLOGICAL CONSIDERATION.

Embryologists tell us that the child, in its development from the ovum to maturity, passes through all the stages of evolution that the race has experienced in its development from monad to man.

If this be true, and my own observations confirm the statement, then in the life of the child we may expect to find reproduced the life-history of the race, not only as to changes in form, but also as to evolutionary changes in mind and morals as well.

While the intrauterine life of the child represents the vegetative stage in the development of the race, its birth ushers in the animal stage of existence, which extends to the period of moral awakening into the fully developed soul. The age at which children attain moral responsibility varies greatly in different individuals, peoples and countries. Some never attain it, others only in an imperfect degree, while in others it seems to be innate. Much depends upon prenatal influences and early environment.

While it is true that conscience is inherited and may be denominated the moral instinct, yet it is such an intangible quantity that it is very hard to define. The conscience of the present age may not be the conscience of a previous age or civilization. Conscience in one country differs very greatly from the same moral instinct in another country and clime. At best it is a very flexible article, and is largely the product of environment and education, and yet even the cannibal has a code of ethics which to

violate he considers immoral, and in savagery there are also degrees of moral responsibility.

Admitting, for the sake of argument, that most children in our day and generation are born into the world with some degree of conscience which may lie dormant until called above the threshold of consciousness by life's experience, we must still admit that the child in the first few years of its life, even in the most refined and enlightened environment, only too plainly demonstrates its uncivilized and animal nature. It has to be taught inhibition of bodily function through repeated and often painful experiences, and the most frequently used word in the vocabulary of the nurse or mother is "don't," "don't," "don't do what your animal nature tells you to do." And thus, through more or less constant repression, the child is brought under the restraint of civilization, and becomes an orderly citizen. If his animal nature rebels and he absolutely refuses to become civilized, he is classed as irresponsible or incorrigible and is sent to the asylum for the feeble-minded or the reform school.

The nursery and the schoolroom, however, are the first institutions into which the young savage is introduced, and, excepting the curtailment of physical liberty, the discipline is often as strict as it is in state institutions.

Admitting the truth of the premise that the child is born into the world in a state of savagery, nude, not only as to person but as to morals, and that introduction into civilized society is a process of education which covers a longer or shorter course of instruction, and that the final accomplishment largely depends upon the ability and skill of its instructors, to meet the varying individual idiosyncracies of its animal nature, we are prepared to take up the breaches of ethics under discussion in this paper, viz.: "Lying" and "Stealing."

Before, however, we proceed to treat of their manifestation in the child, let us briefly consider the question as related to its more or less remote savage progenitors, and

see whether we cannot find in the past history of the race some excuse or partial palliation for the much-to-be-deplored traits of character found in some children.

In primeval times, and in the wilds of Africa to-day, savage man knows no law but that of "self-preservation" and "the survival of the fittest." Even in the lower forms of life these laws are universally operative at the present time, and deception by mimicry and subterfuge is the most effective means of defense of the weak against the strong. Even the bird will feign to be wounded, and utter the most painful notes, to distract the attention of the enemy from her young, and draw it to herself, if haply she may preserve their lives.

"Playing 'possum" is not confined to the opossum alone, but is a common trait in all forms of life, and is considered justifiable and ethical when found in nature. But when the human weakling, placed by no volition of his own, in so-called civilized conditions, resorts to subterfuge and deception, adding verbal deception to that practiced by the lower forms of life, he is called dishonest or a plain liar.

Again, when a hungry animal, man included, in a state of nature takes food where he finds it, even if it be from his neighbor's garnered store, he is simply following out the God-given instinct of self-preservation. It may have to pay the penalty of its depredations with its life, but even taking of life, in a state of nature, is not considered immoral; it is only the practical application of another of God's laws, viz.: the survival of the fittest. But when a hungry child or man, following this same law, is detected in taking food from his neighbor's store, the act is called stealing, and if the quantity taken is sufficient, he is adjudged a criminal and sentenced by the law to imprisonment in jail or reformatory.

Laws are but the expressed mandate of the strong against the natural tendencies of the weak, in following out their God-given instincts; or in other words, they are rules

made by the most powerful element of society; for power at the present time is measured by property interest; hence our stringent laws against depredation on property even when done in pursuance of nature's law of self-preservation.

The term stealing is applied to the taking of property by the poor and needy, either for the alleviation of their immediate wants, or to satisfy a desire for gain, in imitation of their more fortunately situated neighbor, who, when making depredations upon the goods or chattels of his fellow man, is spoken of as a "speculator" or a "dealer" on the board of trade; or if he "lifts" goods from the counter of the tradesman or the dinner-pail of his fellow, goods for which he has no immediate use, such act is designated by the more euphonious term of kleptomania.

Aside from its purely biological aspect, however, this question is one of deep sociological import. Let us first consider the question of lying: Generally considered, lying is "a criminal falsehood," an intentional violation of truth, or an intentional misstatement of facts. Now, facts have as many aspects as there are individual observers of them. It is impossible to know anything *per se* in and of itself. It is only by comparisons more or less abrupt that we can know anything. We could never know cold, except we had felt its opposite—heat. We could never know light except we had been in darkness. We could never know pleasure except we had experienced pain. We could never appreciate truth except we had met falsehood. And so we might go on throughout the whole category of facts in nature.

To speak the truth about any experience or fact in nature, requires an intellectual grasp of the subject in its entirety, and the mental capacity to draw logical deductions therefrom. Human nature is essentially original, and is instinctively antagonistic to rule. The personal equation is the greatest question that the student has to face in the study of man.

Individuality, which means originality, and imitation, or,

as Sidis puts it, suggestibility, are the opposite poles of human nature. While, however, man is an imitative animal, and therefore to a great extent a creature of environment, yet, by reason of his innate originality, he constantly works variations into his experiences or his facts which give them the flavor of untruthfulness. This is evidenced in every phase of human experience, even the simplest, in which there is no advantage to be gained by misrepresentation. This is well illustrated in the game of "Gossip," for instance. Any number of people may participate in this form of mental diversion. The leader makes a statement to his immediate neighbor, who repeats it to the person next to him, who in turn passes it on to the next one, and so on until it is retold to the original speaker. By this time it is generally so modified and varied by the personality of those taking part as to convey a widely different meaning from the words first spoken.

Then, again, man is an imaginative animal, and his constant tendency is to clothe his images, which are subjective creations or experiences, with objective garments through verbal relation or expression. If these tales do not happen to tally with our experience, we say: Ah, he is building air castles, or he is lying, when in fact we often are the ones at fault and the day-dreamer is the prophet of the future. The ideal is the real, and the vain, impractical ideas of the dreamer of to-day often become the verities of the future.

But, you say, you are evading the real point at issue—lying is intentional misrepresentation. Admitting that this is true, it is still absolutely necessary to consider the question in all its bearings, so that we may have an intellectual comprehension of the motive that actuates the individual, in order to determine whether he is guilty of an immoral act, or simply has exerted a too free play of the imaginative faculty. Imagination is a subjective gift, and is normal in childhood, poets, musicians and inventors. It is only ab-

normal when it invades the domain of the objective and begins to jeopardize the interests of property.

The child in the nursery, clothes its paper dolls with important personalities, and prattles away by the hour regarding the wonderful experiences and doings of the Mesdames Vanderbilt, Astor and Gould of her mimic world; and yet we encourage it up to the point where the little darling invades the outer world with its poetry, when it becomes immoral and reprehensible. And yet the child is only living out its true subjective nature.

A case in point came to my notice not long since. A precocious boy of five was intrusted for a brief time each day with the care of some cattle. On horseback he herded the drove on the prairies while the regular herder went to his dinner. He was admonished to be very careful not to let any stray away. It was an easy job, and having little to do he often drew on his imagination for entertainment. "What," he said to himself, "if some *big* men on fast horses should come and drive off some of the cattle under my charge," and, in imagination, he would follow them and demand the return of the stolen animals. From day to day these thoughts were his greatest delight. He dreamed and dreamed on these exciting experiences, until they seemed to be almost realities to him and only required the right setting to make them real indeed. The time came thus: One night when the cattle were counted into the pound, one was missing. Willie was questioned, and he recited, with appropriate embellishment, the story of his day dreams as to how *two great big men*, one on a black horse with flowing mane and tail and the other on a white horse—oh, such a beauty!—had come and driven off a *big red* steer. The more he was questioned, the more tenaciously he clung to his story, adding points at each repetition until it became a veritable nursery tale, as such it proved to be, for on a recount in the morning, the tally was found to be correct, a mistake having been made in counting in the night before. Did the child lie? Who can answer. He

may have been afraid of punishment for neglect of duty and sought to shield himself by throwing the blame on the *two big* men who, he asserted, came and forcibly took away the supposed lost animal and against whom he could not reasonably have been expected to contend. It may have been egotism, pure and simple, that craved the notoriety of the hour in being the center of interest. It may have been an hereditary tendency, directly inherited, to deceive. Who can tell? Who dare assume the responsibility to judge the child's mind and ascribe the motive that determines the condition?

Painters, poets and writers of fairy and other similar stories draw on their imaginations for their productions, and we grant them full meed of praise. None think them immoral until they claim reality for their dreams. If, in following out the God-given instinct of self-preservation, or through lack of intellectual or moral perception, the claim of reality is made with the idea of personal advantage in the struggle for existence, then the conditions immediately change, the motives are impugned and the culprits condemned as born falsifiers. When the weak, following the purely natural instinct of self-preservation, resort to these methods which are the only weapons they have against the strong, they are adjudged enemies of society and punished as criminals, or if it can be shown that they are not mentally responsible they are sent to asylums.

The question, therefore, resolves itself down to this, that lying, stealing and kleptomania, from a biological standpoint, are the outcropping of purely natural instincts, commendable in a pure state of nature, but greatly to be deplored in our present state of civilization.

If my premise is correct it seems to me that the rationale of treatment does not lie in harsh, unsympathetic measures of condemnation, in which the motives of the individual are impugned, but in a careful system of education looking toward the moral, intellectual and physical upbuilding of a child.

The first step in this direction lies in a careful medical examination in order to ascertain whether there are any physical conditions existing that would place the child in the defective class. Defective sight or hearing has often caused an otherwise tractable, obedient child to become insubordinate and fall behind his fellows, he suffering, the while, mentally and physically because of his unrecognized deficiencies. Other physical defects, which lack of space will not here permit me to enumerate, have been known to produce similar results.

The second step in the successful handling of such cases is a sympathetic understanding of man's place in nature.

The third step involves a systematic exposition of the general principles of ethics, based upon biological facts, in language so simple as to be readily grasped by the undeveloped mind of the child. It is surprising how freely the youthful mind will absorb even the most profound principles of ethics when logically and simply presented. In this system of education the child should be permitted, so far as possible, to be its own judge as to the degree of moral progress attained. Whenever it is practicable courts of justice should be established, officered by the children themselves, to which should be referred all the cases of infraction of the laws of ethics that occur within its jurisdiction. The children should be encouraged to express themselves freely on the points involved in the particular case under consideration.

This is no untried theory, but a plan of procedure which I have used in an actual practice covering a period of twenty years' experience in correcting the morbid psychological manifestations found in adolescence. By it the interest and co-operation of the child is gained without arousing antagonism which is sure to be in cases where a system of condemnation and punishment is adopted and carried out by those in authority.

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(To be continued.)

The Average Child.

SO MUCH has been given to us through the recent Child-Study movements of the exceptionally bright, or the exceptionally poor, or the exceptionally stupid child, that we have been greatly aided in our dealings with these children; but still our great interest revolves about the normal, the average, the middle-class child.

To those of us having to deal with schools and kindergartens of distinct classes of peoples the problem of the middle-class child, the one spoiled by over-indulgence and immature parental discipline, the child whose parents possess the abundance wherewith to supply his physical needs, but lack in that abundance of culture which their little ones' *soul* requires—the problem of this child is the difficult one.

Three small boys from this class have recently entered one of our kindergartens and seem to us to be somewhat typical. Earle and Merle are six-year-old twins and Horace is a close friend of theirs, though but three years old. Horace is yet enveloped in self and unconscious to a degree of this self. He demands your help and your love with perfect *sang froid* and apparently has no idea that he should not be considered first in all things, though he takes it as no insult when he does not receive this consideration.

Becoming a little weary of the gift-lesson, on the second day of his attendance, he said: "Come on, boys, let's go out doors and play." The kindergartner in charge immediately turned the play to one with the football and so satisfied his longing for active sport. Later when she asked him if he liked to play with the football, he said: "Of course! Didn't you when you were a little boy?"

He delights in marching, losing himself in a perfect gale of laughter at each marching time, so that it becomes quite impossible to keep in line or keep in step. Earle and Merle follow his lead in this and the first two or three days created such commotion through their very evident enjoyment, that it was a work of inspiration to turn their high spirits into an educational channel.

Earle is a little shy and becoming stricken with a sense of his limitations. Through failing to skip as the others did, he left the circle, went to the window and remained for a half-hour with his face pressed against the pane. The gentlest persuasion and the most loving tact could not induce him to turn around and finally the kindergartner picked him up, drew him into her lap and asked him to look at the card which she held. He struggled for a second, then suddenly his curiosity won the better of him and he said: "What you got." He listened with close interest while she told him about it, and was gradually led to the talks as he the more completely forgot himself. Then he soon entered into the community talk with great gusto.

Merle is simply overflowing with questions, any remark he may make taking the interrogative form. As, "He has a big chair and I have a little one. Why haven't I a big one?" "What are those chains up over those windows for?" "What's she playing the piano for?" "Why don't she play it out loud?" Surprise, anger, sorrow, joy are all expressed by the exclamation, "Oh gee!" Slang is his current mode of expression. He was given a five-inch stick and, turning to the kindergartner, said: "Gee! Did you get a jumbo one?"

But over the sweet dearness of these children's characters lies a veneer of selfishness, thoughtlessness, roughness, (somewhat hidden, it is true, by a spasmodic display of good manners) and unkindness, characteristics foreign to natural childhood and all generated by the home-life.

Is it not possible to reach the cause of this result, to touch the home-life, even though it be hedged about by the

greatest indifference and ignorance and by a certain amount of worldly position which refuses, ordinarily, to take any other standard of action or thought than its own?

Is it not possible to eradicate from the home-life the thought that the "good old-fashioned" way of whipping, etc., is the easiest cure for all evils and to plant instead the more tender methods of careful scientific study—methods which the heart and mind can *honestly* endorse, methods which will not shame their executor when he is called to account for the souls of the little people with whom God has trusted him?

GENEVA MARY NICHOLS.

Logansport, Ind.



"Correlation," the Herbartian theory now most used in school, never appears well under discussion, though it has done more to take education out of the ruts than any other theory ever introduced into American school life. Never again will a progressive teacher deal with geography, history, literature, or science in elementary schools without correlating it with some other subject; while no defense can be made of the folly of heedless champions of correlation who try to force children to find a way to correlate every simple fact and process.—*N. E. Journal of Education.*



A child's nervous actions require more attention than any other feature of his school manner or methods. It is of slight importance what percent he gets, but it is a vital matter whether or not he is so trained physically as to rectify nervous weaknesses. The "marking" oftentimes should be of the teacher of a nervous child rather than of the child.



"Mamma," asked a bright little fellow, "how old will I be my next birthday?" "Six years old, dear, if you live," was the reply. "Well, suppose I don't live," continued the youngster, "will I keep right on having birthdays just like George Washington?"

"IS IT TRUE?"

I.

She stood, where the winter sunlight
Seemed opening into the skies—
(She was only a little girl, you see,
And her teacher was old and wise.)

II.

"You never can be promoted,"
That wise, wise teacher said,
"For the lesson you need the most of all
You leave unlearned, little maid."

III.

"I didn't like to say it"—
Her answer was grave, and slow—
"That the earth goes whirling 'round, like a ball,
For I don't see how they know.

IV.

"I'll write it down on my paper,
(The one that I hand to you)
But, when I die, I shall find the Lord,
And ask Him if it's true."

V.

The schoolroom dust has gathered
On the desk, by the western wall—
On the broken pencil, the double slate,
And the lonely paper-doll.

VI.

The classes were called without her,
And the school-days come and go,
And other children wonder and wait—
It is hers alone to know.

VII.

Sometimes, in the empty schoolroom,
The teacher is left alone
With the echoes that linger about the place.
And call from stone to stone.

VIII.

And, lo, with this world's learning
Before his wondering view,
He goes to his Lord— his all-wise Lord,
And asks Him if it's true.

--Morgan Growth.

The Story of a Song.

A CHILD sat in the long grass beside a noisy stream and played away the spring morning hours. The sun shone and the wind blew. The bows of the trees overhead stirred under the touch of the breeze and parted, so that streaks of sunshine glittered between the green leaves and cheered the flowery grass with golden stretches in which the crickets chirruped contentedly. Now and then a locust up among the branches whirled out his song metallic against the crickets' echoless chorus; and the little stream babbled over the pebbles in its channel with a soft, continuous rush of sound. Further along its banks a bull-frog was practicing for his nightly performance, with solitary, booming notes that supplied the drum of the rural orchestra. A distant bird-trill might have done duty for a silver whistle.

But the child it was who furnished the soul of the music. Sometimes his clear voice rose unquavering above the lesser voices of the morning. Sometimes he played upon a little flute, so slight you wondered, as you wonder at the bird's slender throat and the flood of music that pours from it. He never seemed tired of playing and singing. The other children drew him away sometimes to join in their games. Sometimes his mother called him homeward, and he went with lagging steps. But left to himself, he sought the stream once more, and the children said: "There he goes—at it again," and his mother paused on the threshold of the cottage, as she went to and fro within, and listened for a minute, with a pleasure that was half pain.

He sang many songs—nursery rhymes, and folk-lore verses, and snatches of long melodies he had heard in

church. He imitated on his flute all the insect sounds about him, till the creatures became tame and fearless of him, and sang in a chorus of increasing sound above his head and around about his feet. But of all the songs and melodies he had by heart, there was one he played and sang more often than any. And when its familiar notes reached his mother's ears, she smiled to herself, and whispered, with a rush of color to her face and a spring of tears in her eyes: "It is his own song—and he is my son."

So the child played on, through the spring and summer days, the embodiment of happy life. The saddest of his music caught some of the lightness and brightness of his soul. The gayest was a gush of delighted sound. And his own little air, played on the flute and set to simple words by his voice, spoke the thoughts of his pure, untroubled mind.

One day, when the flowers in the grass were withering to fruitage, the boy grew weary of his music, he knew not why. He laid aside his flute and fell asleep, resting his head against the trunk of a tree. It was a long sleep, and when he awoke, the sun was low in the sky. The shadow of the tree fell across the stream before him, making a gloomy span, like a bridge to the further bank. The wind had risen, and had shaken some dry leaves down upon his head and shoulders. The winged seeds of a sycamore had drifted in among the long sere grass in which he lay, and had half-buried his flute.

He remained still for a moment, surprised and puzzled. It was not at the change around him; he had seen that coming before he fell asleep. Yet something was altered. He thought awhile, with knitted brows, then he began to stir uneasily, under the grasp of a remembrance that rose in his mind and held him fast. He had slept—more, he had dreamed. That dream! What was it?—a vision of musicians whose wild music rang from violin and cornet in a torrent of perplexing sound; of singing men and women, in whose voices there was still the quality of angels, but of fallen ones—restless, passionate, remorseful, defiant.

And what of that? It had come and gone. It lay between his past and present only like the span of shadow on the sunny brook. Yet, like that shadow, it seemed more real than the lightsome past or the doubtful future.

He sprang up and tried to grasp the boughs of the trees above him, to convince himself of their reality. The effort brought down a shower of leaves and floating, whirling, winged seeds, that eluded his grasp like tiny phantoms. He threw himself upon the ground and clutched the grass and flowers. The dry weeds came away in his hand; the seed-pods broke and the seeds scattered upon the stream. He bent over the water in the dark shadow, through which the pebbles looked up stolidly. But he could not touch them for the depth, and the water flowed between his fingers with a mocking murmur.

"Is nothing real—substantial?" he cried, at last, despairingly. His voice was hoarse and strange.

Then he recollected his flute, and sought it eagerly among the grass and leaves. His hand came upon it, and he seized it with a cry of relief. One object at least was patent to his senses. Alas! it was broken. In sleep he had turned upon it, and a stone had crushed the delicate stops his finger had so often and so lovingly pressed.

Then he broke into a passion of tears and sobs, the more heartrending in that they surprised himself—or that old, free, merry self that had hardly known a tear. Quiet came after awhile, and with his head upon his hands he watched the gliding stream and lengthening shadows as if he awaited an inspiration.

It came. Why had he not bethought himself of it before? It was not only to the flute that he looked for consoling sound. There was his voice—the boyish voice that set his music to words—his very own song, the melody that had grown out of his happy child-heart. It was his own, and whilst he lived, it could not die.

Could not? Then where was it? What was it? With what words and what notes did it begin? He grew pale with a new

fear. The song was gone; the words were dumb. And as he strained his voice to produce some tentative sounds that might suggest the right ones he uttered a harsh note that startled him, so that instinctively he pressed his finger on his ears. Again he tried—again the rough, rasping cry, more like the night-call of the hawk than any sound of his old melodious self. The boy's voice was broken, like his flute.

This time he did not weep. Cautiously, like a thief, he looked about. Had anyone else heard that shameful sound? No one was in sight. Only a couple of crickets hopped away, after investigating the body of a locust that lay dead beneath the tree from which it had fallen. Then the earliest frost was come! The lad felt for the first time that the sunlight and warmth were gone, and a gray twilight was settling down over the field and the stream. He shivered a little, and stooped over the dead locust. It had lost its voice, too, but—happy insect!—no stern immortality forced it to live without its old power. He pitied himself more than the creature whose life was over with the summer, and made a little grave for it in the grass before he rose to go away.

When he did so, wearily the sky was gray towards night, and the dim light lay reflected on the stream. He bent over a deep pool that had formed apart from the rush of the current and caught sight of his face for a moment. Then he moved on again—but not with the spiritless step and drooping head of a moment before. His step, if not buoyant, was firm; and his head turned skyward, the face of a boy no longer. The face of a youth had looked up at him out of the glassy pool, and, as he went homeward, a youth's voice hummed, under its husky breath, the elements of a new song.

His mother heard it faintly as he opened the cottage door; and later, listening to his sleeping breath, she caught a word or two new to her, that puzzled, yet strange, stirred her. Somewhat as the old song had, it moved her, but with more of pain in its pleasure. She did not love it so well.

It never flushed her cheeks, nor brought tears to her eyes, as she whispered, trying to smile.

"It is his own song—I must be glad—and he is his father's son."

The youth cherished it more. With the fear, perhaps, always haunting, that one day he would lose it, too, he learned the ethics of music and fastened his notes upon paper. Then it was published and criticised and praised and blamed as the world saw fit. And then ambition stirred him to write more and dare the world to crush the impulse in him. And it did not crush him this time, but patted him on the shoulder, and introduced him to its other darlings. Thus he grew to manhood and made a "success" of his life. His old companions respected him, and told anecdotes of his child-days. So he prospered and was satisfied of the tangibility of the world he once had doubted.

But the broken flute lay on in the grass that grew on the locust's grave, till the winter storms rotted its substance and it fell to pieces—forgotten, like the child's song it had uttered, so long ago.

ISAAC BARROW.

Pittsburg, Pa.



"What do you want for Christmas, Tommy?" asked a mother of her 5-year-old hopeful. "I want a real gun that shoots," was the reply. "Oh, no," said his mother, "that will never do. Why, all the neighbors would be afraid of getting shot." "Well," replied Tommy, "why can't they get their lives insured?"



Every teacher possessing a mere modicum of gumption can secure a library for the school. Give the district a taste of a working school library, and it will cheerfully appropriate money to enlarge it.—*Michigan School Moderator.*



Those "born long" should have as good a chance as those "born short."—*C. H. Thurber.*

Department of Research.

TOPICAL SYLLABI FOR CHILD-STUDY.

THE first of these syllabi is a copy of the one used at one of the monthly meetings of mothers at Kankakee recently. Copies of the syllabus were sent to each of the mothers having children in this particular school by the various grade children themselves, each writing a neat letter to his or her own mother inviting attendance upon the meeting and enclosing a mimeograph copy of the syllabus. The questions were then studied by the mothers before coming to the meeting, and the discussion was, indeed, most interesting and of much value, and its results are already being felt in a practical way. The results are so gratifying that we print the syllabus entire.

SYLLABUS I.—COMMON DISEASES OF CHILDREN.

Please study this paper and bring it with you to our next "Mothers' Meeting," Saturday, at 5 o'clock p. m., in the Central School Building.

The following symptoms in children should cause suspicion of someone of the diseases mentioned below; nasal catarrh, reddened eyes, chill and fever, vomiting, headache, swelling of glands, unusual dullness or restlessness.

How contagion is carried:

CHICKEN-POX.—Indefinite, probably by breath, drinking cups, etc.

MEASLES.—By fomites; by secretions, especially of nose; by breath, by inoculation.

MUMPS—Uncertain, probably by breath.

WHOOPING-COUGH.—By breath, by expectorations from throat and lungs.

SCARLET FEVER.—By contact with cast-off skin from patient; carried by clothing, by milk, by any article containing the poison; germ persistent a long time; can be destroyed only by fire or disinfection.

GRIPPE.—Germ conveyed by travel, baggage, etc., so contagious as to cause latest authorities to isolate cases as rigidly as small-pox, causes being so many and various, and sequelæ so bad.

DIPHTHERIA.—By breath, by excretions from throat and nose; germ persistent and hard to destroy as in scarlet fever.

1. What conditions in children render them more liable to contagion?
2. Why should contagious diseases be avoided for children? What is the chief risk in mumps? In diphtheria? In scarlet fever?
3. Why should children not be allowed to drink from common cups, use same pencils, towels, etc., when contagions are prevalent? Danger of "all day suckers," chewing gum, etc.
4. If a child appears languid, with headache, flushed face and restlessness, why should attention be paid to it?
5. What are some of the ordinary precautions needed to prevent spread of contagions?
6. Why, in contagions, should buildings, especially basements, plumbing and wells, be thoroughly investigated?
7. Mention some ways in which proper bathing prevents degenerative habits as well as disease.
8. What results may arise from ill-fitting clothing? From phimosis in boys? From chafing in girls?
9. What dangers in neglecting these conditions?
10. What will relieve "growing pains?"

The second syllabus is that submitted by Miss Marsh of Detroit, who originated the idea of mothers' meetings at the school buildings, where their own children attended. The happy solution of many a difficult school problem is found in these joint meetings of both mothers and teachers.

SYLLABUS II.—TOYS, AMUSEMENTS, OCCUPATIONS.

Hancock School Mothers' Club.

Harriet H. Marsh, President; Mrs. M. A. C. Patterson, Secretary.

(Please study this and bring it to the next meeting, Tuesday, March 8, 1898.)

DOLLS.—Why should every child have a doll? Does the care of

a doll prepare the child for the duties of motherhood? Does it have any effect on a child's imagination? On his religious ideas? Should boys play with dolls?

PETS.—Why should every child be encouraged to keep pets? What effect does it have on his disposition? On his treatment of other children? On his treatment of animals? May it be the means of keeping him from bad company? Why should every child have a little flower garden?

TOYS AND BOOKS.—Why does it harm a child to have too many toys and books? Why does he grow discontented and unhappy? Why does it dissipate his mind? May it lead him, when a man, to live beyond his means? Many of our greatest writers had very few books when young—what lessons do you draw from this fact?

MANUAL TRAINING.—This is the salvation of many a girl and boy, but as this cannot always be afforded in school, what may we do to give this training at home? Why can not boys and girls be encouraged to make little boxes, carve in soap, sew, knit, mend their clothes? Such interests may affect the child's whole after life.

GAMES AND AMUSEMENTS.—Do children ever play without supervision? Which do you prefer—that your child should play under supervision or under that of some boy or girl, sometimes a vicious one? Will the same thought apply to dancing and card parties?

Child-Study has at last gained the attention of workers in the Sunday schools. In no department of instruction should a knowledge of the child of necessity be more complete than where religious training is undertaken. More *bad* methods of teaching, from the strictly pedagogical point of view, are found in the Sunday schools than anywhere else. The following syllabus sent by Prof. Pease of Springfield, Mass. is timely and we hope many of our thousands of reader will send him full replies to this important syllabus.

SYLLABUS III—BIBLE INTEREST.

The object of the following syllabus is to invoke the aid of Sunday-school and missionary workers in a study of the spontaneous interests of children and primitive or densely ignorant peoples in the various elements of the Bible. It is desired to reach, if possible, about twenty thousand boys and girls in civilized communities, ranging in age from childhood to youth; and an equal number of both children and adults in the principal mission fields of the world. In addition, returns are sought from teachers and other adults relating to their early Bible interests. Will you not unite with us in this endeavor to further the knowledge of religious psychology?

Three general classes of facts are sought:—

I. Facts relating to children as studied by teachers and parents.

1. How many of your pupils like the Old Testament better than the New? How many like the New better than the Old? How many have no preference? These questions may be answered (1) by noting which division of the year's work (that devoted to the Old Testament or that devoted to the New) awakens the greater interest; (2) by questioning the older pupils as to their choice; (3) by noting in the review lessons what portions are recalled most clearly; and (4) by reading selections adapted to the intelligence of the pupils, noting their interest during the experiment, and then asking them to tell in their own words what you have to read to them. Other methods will suggest themselves to the observant teacher.

2. Which one, or ones, of the following elements of the Bible appeal most to your pupils' interest? (1) Stories involving plants, animals, and other natural objects, as the account of creation, life in the Garden of Eden, etc.; (2) Stories involving childhood, as the infancy of Moses, Samuel and Christ; (3) Stories involving exciting and dramatic incidents, as the Flood, The Crossing of the Red Sea, Daniel in the Lions' Den, and narratives of battle; (4) Stories of character, as that of Joseph, Elijah, David, Ruth, Esther, Deborah, John the Baptist and Paul; (5) Descriptions of the miraculous, as the contest between Elijah and the prophets of Baal, and Christ's miracles; (6) Practical ethical teachings, as the Proverbs; (7) Selections expressing praise and devotion, as the Psalms; (8) Prophecies, as Isaiah, Daniel and Revelation; (9) The Gospels, as they reveal Christ's mission, sufferings and death, and the service thus instituted in behalf of humanity; and (10) The doctrinal discussions, such as Paul's letters, etc? Information upon these points may be secured by the same means as were mentioned under the first group of questions. Where there are several elements involved, as in the case of stories, etc., the one or ones most liked should be mentioned in the order of their preference.

II. Facts relating to teachers and other educated adults, as recalled by themselves.

1. What was your first interest in the Bible? 2. What Bible stories have stamped themselves most vividly upon your mind? 3. What characters of the Bible have influenced you most, and at what period of life did they most strongly appeal to you? 4. Have you, at any time in your life, liked one division of the Bible more than the other? If so has your preference changed, and at what age? Are you conscious of any change in your interest in the Bible-elements mentioned under the study of children? Trace the changes in such interests from period to period of your life. 5. Which of

these Bible-elements do you like to teach best, or have you no preference? In replying to these questions be as definite as possible, and give the reasons you would assign to explain your preferences or the changes in them.

III. *Facts relating to illiterate adults in mission fields.*

1. In teaching the Bible to wholly illiterate adults, have you used pictures or object-lessons, or other methods usually called primary and, if so, with what result? 2. In what degree and in what respects do such persons differ in mental development from children in the primary grade? 3. In beginning to teach them do you use more the Old or the New Testament? 4. What element of Bible truth (see Sec. 1, 2,) have you found best for beginners, and in what order do you present other elements? State reasons for your course.

IV. In all cases give the number of pupils in your class, their age and sex, and their general acquaintanceship with the Bible. Care should be exercised to have the children give independent answers. This may best be done by having each child write the answers upon a slip of paper, where possible. Care should also be exercised that the children do not receive any hint as to the teacher's interest in the matter, the design of the syllabus being to get at the *spontaneous* interests of the children. Adults replying to the second group of questions should give age, sex, church connection, and length of time of such connection. Missionaries and teachers replying to the third group of questions should give field, denomination, sex and length of service. Answers should be numbered similarly to the questions and written upon but one side of the paper.

Send returns to

GEORGE W. PEASE.

Bible Normal College, Springfield, Mass.

No syllabus is more important than the following sent by Miss Maitland of Stanford University. We hope our readers will make use of it in gathering data and promptly send the same to Miss Maitland, as directed.

SYLLABUS IV.—PSYCHOLOGY OF CHILDHOOD.

The object of these studies is to ascertain some of the esthetic activities of childhood.

The answers to each subject should be on separate sheets of paper, with the name of sex and the age of each child on each separate sheet.

Ask the children to write down the answers to the following questions, as a language lesson. Please send us the papers entirely uncorrected. We simply wish to get the children's ideas on the subject, and shall not criticise the form.

Please give no suggestions to the children. The answers of the youngest children may be written for them if they are unable to write.

Submitted by LOUISE MAITLAND,
Ass'tant in Education, Stanford University, Cal.

If you could have a picture painted for you what would it be?
Why?

What is the ugliest object you ever saw? Why did you think it ugly?



A CHILD'S COMMENTARIES ON METHODS OF DISCIPLINE.

Genevieve was playing with her doll when it fell off the chair. She said to her auntie: "My doll is naughty." "What are you going to do about it?" said the aunt. "Well," said Genevieve, "if this was *my mamma's* little girl, I should say, I am *so* sorry my little girl is naughty, but this is *my* little girl and I'm going to spank her and send her to bed."

Again Genevieve turned on the water in the bathroom. Four times her mamma called, saying: "Genevieve, do you hear mamma? Turn off the water." Genevieve finally replied, when she heard her mamma coming: "Mamma, do you know what you make me think of?" "No," said mamma, "what is it?" "You make me think of a mandolin, mamma, you just go ting-a-ling, ting-a-ling all the time."



Nothing is more certain to give strength of purpose, will-power to hold the mind fixedly to hard labor, mental bone and sinew, than the assignment by the teacher of definite tasks to be done in definite time, and the knowledge on the part of the pupil that such work will be exacted at that time. It is the definiteness of the time of reckoning, the certainty that this will come, that gives the recitation period such strong influence in the hands of the ideal teacher. It is a question whether the Day of Judgment does not lose something of its force because of the uncertainty of the date of the great event.—*W. C. Robinson, Athens, Pa.*

REACH YOUR HAND TO ME.

Reach your hand to me, my friend,
With its heartiest caress—
Sometime there will come an end
To its present faithfulness—
Sometime I may ask in vain
For the touch of it again,
When between us land or sea
Holds it ever back from me.

Sometime I may need it so,
Groping somewhere in the night,
It will seem to me as though
Just a touch, however light,
Would make all the darkness day,
And along some sunny way
Lead me through an April shower
Of my tears to this fair hour.

O the present is too sweet
To go on forever thus!
Round the corner of the street
Who can say what waits for us?—
Meeting—greeting, night and day,
Faring each the self-same way—
Still somewhere the path must end.
Reach your hand to me, my friend!

—*James Whitcomb Riley.*

The Educational Current.

Gleaned Mainly from the Educational Press.

A New School of
a New Kind.

FROM the beginning the schools of instruction succeeded in their object. The equipment of the school was simple. The lecturer carried in one bundle a cloth prepared for chalk, like a blackboard, about twenty feet long and five feet wide, ruled and lettered in white to represent a page of the registration book which the election officers had to use, and in another parcel several large sheets of tough paper showing by broad charcoal strokes a legal ballot and every variation from it that a voter might make. A package of block maps of the ward, a number of copies of the law, a hammer, big-headed tacks, and chalk in coat pockets, a clear head and nerves in good condition, and the lecturer was ready. When he got to the hall he tacked up his blackboard and ballots, put his maps and laws on a table, and announced that he wanted some man in the hall to stand up and be registered. Ten minutes of registering those who stood up, and he went to the ballots, which he talked about for a few minutes more. Then he would say: "Is there anything about the ballot or registration that you do not understand?" The next hour or two hours was a great strain on the teacher. The men who came to these meetings were keen, anxious to know, and practical to the last degree. They asked questions that had to be answered quickly and authoritatively, and that answer became to them a rule by which a voter would be registered or not or a ballot would be counted or not.—From "*The St. Louis Election Schools*," by William F. Saunders, in *American Monthly Review of Reviews* for March.

**Literally True and
Not Half Bad
Rhetorically.**

REPRESENTATIVE LA MONTE of the Illinois General Assembly can talk pretty well when he "warms up." He rose to the occasion the other day in discussing the Chicago "School Ma'ams' Bill," then pending in the House, as follows: "The schoolteacher molds and makes stable the universal will upon which our government leans for support; she opens the eyes of the people to dangers that threaten; she arouses the general sense and quickens the conscience of the nation of those who are controlling factors, and she chains those beasts, ignorance and error, so eager to spring at the throat of liberty. She puts in our hands the unconquerable word of knowledge, and if we find it too short she, like a Spartan mother, bids us add a step. She so starts our steps in the pathway of learning that we can neither wander nor stumble and then bids us go. She greets us on the threshold of science—that edifice of helpfulness—and leads us 'where sweetest sunlight falls upon the storied walls;' she teaches our ears to hear 'the lordly music of the illimitable years,' and trains our hands to reach for the gleaned wealth of days ago. She stands ready to introduce wisdom to legislators. If our country is ever to reach Milton's conception; if she is to be 'like an eagle in her mighty youth, kindling her undazzled eyes at the full midday beam and unscaling her long-abused sight at the fountain of heavenly radiance,' the schoolteacher must bid her soar."



**In Voting for School
Directors, Vote Against
These Three.**

THE season for filling the vacancies which are about to occur in the school boards of Illinois is at hand. The following classes of candidates, graphically described by Mr. J. T. Campbell to the Michigan State Teachers' Association last winter, should be voted against wherever they are nominated:

First—The man who taught school thirty, twenty, or but ten years ago and who, without having kept in closest touch

and sympathy with the work ever since, still thinks he knows how it is done, is an obstruction on the board. A decade now makes tedious back-numbers of those who stand still in school work and the one whose strongest qualification is that he "used to teach" had better be left.

Second—If, to place a man on the board, his friends have to argue that he is a heavy taxpayer, or that he lives on a certain side of the creek, his competency is questionable; for if he had the right heart, interest and ability, no such false qualifications need be mentioned.

Third—If a candidate for the school board has a wife, son or daughter who is a schoolteacher and is out of a job or liable to be, and wanting one, drop that candidate at once unless he is a Daniel. Imagine the perilous condition of a man on the school board and his wife, a teacher, having trouble in the school! Such situations should never be made possible. And think of a son or daughter, liable to mistakes, presiding over a school with an indulgent parent on the board! Parental love is a little stronger than strictly business judgment, and such situation is not only awkward, it is full of disadvantage. Can school boards so constituted recognize the incompetency of such teachers? Seldom. It is better to wound the feelings of an avaricious family than to break up a good school. This I know to be a truth—that, except that kinship which makes us all the sons and daughters of Adam, there should exist no relationship, save that of business, between school officers and their teachers. Such stumbling-blocks are too apparent to be tolerated for a single term.

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Manual Training Keeps Boys Longer in School.

A. T. MUNSON at the January meeting of the Ohio School Board Convention: "While this is not a direct educational fruit, it is one indirectly. In the first place, the *disposition* to remain at school shows a mental appreciation of the value of education and the longer continuance in school involves more education and more culture. One su-

perintendent says: 'Manual Training has increased the attendance of boys in the high school fully 33 percent.' A high school teacher says: 'Of the seventy-nine boys who took manual training last year, seventy-five remained in school until the close of the year.' This is a remarkable fact in the history of our city schools. While another high-school teacher says that the efficacy of manual training is shown by the unusual attendance of boys: 'More boys graduated this year than ever before in the history of the school.'"

Where the "Monthly"
Got Sarah Arnold's
Story of Little Mark.

THIS department of THE CHILD-STUDY MONTHLY is the almost daily recipient of appreciative expressions from our friends. Every good educational publication that comes to us regularly contributes to it, and we expect in the future to find a way to give it more space without diminishing the number of pages devoted to our specialty. Because our readers like the department and because they want to know where the good things in it come from, we like to give due credit for them, and hence reach right out and take Brother Gillan's gentle and fraternal hint and explain that Miss Arnold's story of little Mark, as told in THE CHILD-STUDY MONTHLY for March, 1898, first appeared in *The Western Teacher* for December, 1897. This correction might have been made the month before last, had the story not been "crowded out" of our January number. Few journals contain more original matter, or are better entitled to credit for what is taken from them than *The Teacher*.

Child-Study in the
High School.

THERE seems, says Miss Ellen M. Austin of Stanton, Neb., in *The Northwestern Monthly* for March, quite a prevalent theory among some intelligent teachers that "the fad of Child-Study" is confined to the kindergarten or the first grade; that it consists in a few experiments to ascertain the children's likes and dislikes, or more likely in what respects they "are born short," or have physical defects that inter-

fere with their work in school. This may be legitimate work but it is only the beginning. Child-Study is not only a step in the right direction but is a long stride. Only upon the principle that well begun is half done, can it be more important in the primary than in the high school.

For fifteen years I have been trying to solve the problem of how to keep the girls and boys in school through the eighth and ninth grades. It is generally conceded that the first step in the cure of any disease by a physician is that he be able to properly diagnose the case. How many times has every teacher who has charge of pupils in this transition period felt that she was but groping in the dark in her attempts to do this. Important and difficult as the beginning is, of equal importance and of much greater perplexity is this later period, as it involves an investigation of the psychic and spiritual development. This period stands to the adult life as infancy to childhood. Here we invariably find that "the boy is father to the man." "This is the beginning of the real life of the individual." Yoder says its study should attract men and women as noble in purpose and as pure in motive as the study of innocent babyhood.

The question has been frequently asked: "Why do so many children go wrong just at this period?" Never before has the subject been satisfactorily answered. Scientific knowledge concerning the great changes that the individuals are undergoing at this period shows that if ever children need help from parents and teachers it is at this time. Dr. G. Stanley Hall tells us: "If high-school teachers will remember that they are dealing with persons who have outgrown the motives of childhood and whose education and environment have not yet helped them to embrace the motives of maturity, our work will soon be a much greater power for good." Let us give up the idea of making them see from our standpoint. During the high-school period the girls pass into womanhood. All will agree, if they leave the high school the women we wish them to be, the teacher must have that knowledge that comes from careful study of them.

**Child-Study is Not the
Only "Fad," Is it, Now?**

A FRIEND writes: "You may pound the Speer system and the McLellan theory, but no argument that you will educe will stand strongly in the minds of those who have seen the children guess at the size of blocks with such wonderful rapidity and sometimes guess right. It is the show of block work in the Chicago schools that makes the theory of ratio bemuddle so many minds. They fail to see that perception of quantity can be disassociated from other arithmetical calculations." Another writes: "This fad, like the measles, must run its course; but it will soon cease to be epidemic."—*M. A. Bailey, Emporia, Kansas.*



“RECENT and Prospective Changes in the Methods of Teaching Arithmetic,” by Frank H. Hall, is the leading article in the *Public School Journal*. The keynote to the article is that “Arithmetic is mainly a comparison of measured magnitudes, and that it is unpedagogical to demand of a pupil that he shall perceive and express relation when the terms of comparison are not in consciousness.”



**Here it Is, in
a Nut-shell.**

AT least one-half of the time set apart for reading in the first five or six grades of school should be devoted to that sort of reading which gives little conscious heed to the mechanics of reading, but in which the children live and move and have their being in an ideal companionship, and in the midst of scenes and events that tend to build up high ideals of character and modes of living. In this way the supplementary reading will become the strongest influence in character-building in the elementary schools and, too, the children will become much better readers from the standpoint of expression. Nothing improves the elocution so much as a strong desire to give utterance to what is part of one's own thoughts and feelings.—*George P. Brown.*

Concerning the
Moral Training
of Children.

PROF. H. K. WOLFE, to the Nebraska Society for the Study of Children: "The qualities we have praised in the teacher should be the aim of our moral instruction in the school-room. First, honesty. Few, if any, lessons should be assigned on this topic, and yet every lesson of the school should be full of it. The virtue should be visible in the teacher's eyes, in every act, and in the tasks of the pupils there should be as little opportunity as possible for cheating, and no opportunity for gain by dishonest methods. Occasional short talks may be given on separate virtues, showing the more general and higher advantages of an upright life, but it is questionable if a teacher is wise in attempting to found moral practices upon the advantages accruing to the saint. I would not discuss the foundations of morality or of religion with children. Seldom is it advisable to give a concrete reason for being absolutely honest. Teach it, live it, but do not preach even that 'honesty is the best policy' unless you have a set of idiots for pupils. Intelligent children will immediately measure the 'best' on their own standard, instead of on *your* standard. By so doing they will soon see that the maxim is not true (as they interpret it). Honesty *is* the best policy for the philosopher and for eternity, but for the every-day man, in his every-day life, and for his every-day business, honesty may be "advantageously" tempered with "prudence," "discretion," and "foresight." But let not the teacher attempt to explain this fact. She must insist upon absolute honesty. She should not teach that it *pays* to be honest. You must be honest whether it pays or not. There is no other course but honesty. And so of the other virtues whose value is universally recognized. The religious sanction is even more harmful inasmuch as it produces a distorted notion of God's personality. Why we should be good is a hard question to answer in the understanding of a child. My present contention is that the 'why' should not be magnified. * * *

—*Northwestern Monthly*.

**Sociology
in the
High School.**

CHANCELLOR HENRY MACCRACKEN, of the University of the City of New York, advocates in *New York Education*, sociological field work as a definite study for high schools. Sociology is defined by him as: "The science that takes the same facts that are treated by economics, by political science and by history and that employs them altruistically for an object entirely different from the objects of its sister sciences; namely, the well-being of my neighbor."

"Only a tenth of the students of high schools and academies ever go to college. If they are to ever do anything in the form of sociologic field work it must be in their high-school course. Why cannot one afternoon a month for the entire four years of the high-school course be given to field work in sociology, at least for the highest class? This would mean ten afternoons in the course of the year. Suppose we give one-half of these to the study of our neighbors, who are living, as is supposed, a normal life, and the other half to those who are less fortunate. This would give five afternoons for each of these divisions. I would apportion the five excursions for the abnormal classes: First, to reformatory houses, like the Juvenile Asylum and the House of Refuge on Randall's Island; second, prisons, like the Tombs or the Penitentiary and the Workhouse on Blackwell's Island; third, almshouses and asylums for the poor, of which the number is legion; fourth, hospitals, including those for the insane; fifth, school for the deaf, dumb and blind and other help for the unfortunate.

"Under sociologic field work, among those that are living what is called a normal life, I would include the following: A visit to some great mill or factory, where only men work, with inquiry into what the workmen earn and how they live; second, to some great factory, perhaps a clothing factory, where only women work, with inquiry into their wages and mode of living; third, a visit to the Produce or Cotton or Stock Exchange, with an explanation of what men are doing there; fourth, a visit to at least two of the

great church and mission foundations of the city, Protestant, Catholic or Jewish; fifth, a visit to the amusement places, including perhaps a study of the 300 clubs of New York, with their hundred thousand members, if any club can be found that would permit a yearly visit from a company of bright boys and girls who are anxious to know how the other half of mankind are living."



**The Coming of
the Library.**

THE movement toward free public libraries seems to be reviving. Simultaneously, also, a working library—carefully and intelligently selected—is coming to be regarded as a necessity in every school. The value of a few accessible and good books to a country school can hardly be estimated. We know of no county which has done more in this direction lately than LaSalle County, Illinois. How it has been done and who is entitled to the honor of leadership are told in the following extract from *The Public School Journal* for January.

County Superintendent U. J. Hoffman of LaSalle County, Illinois, is achieving great things in awakening a spirit among the teachers and people of the county for the improvement of the schools. One of his schemes has been to secure a library of good reading for each district school. He entered upon this work this fall and the results reported up to date are as follows:

"We have about 125 districts that have begun libraries. They have usually one set of the Illinois Pupils' Reading Circle books; some have several sets. One hundred and one country districts have reported. In these 101 schools, 1,034 pupils read 2,699 books during the fall term. The average is ten pupils to a district and 2.6 books to each pupil."

The County Superintendent is the greatest factor in the improvement of the rural schools of the county, when, like Mr. Hoffman, he is a man of courage and of devotion to a high ideal, and never yields to discouragement. It takes a

long time to get a new idea into the heads of the people, and longer still to persuade them to act upon it. The "key to the situation" in rural school progress is the County Superintendent.



**Township
Graded Schools.**

It remained for the County Superintendents to sound what, in our opinion, was the largest note in the whole week's work. The main question under discussion was a paper read by Superintendent Lee O. Harris of Hancock County, on the consolidation of the district schools into central graded schools. It is claimed that there is a very large number of districts in Indiana where schools are maintained year after year with an enrollment not to exceed fifteen pupils, and some with not more than six or eight. Mr. Harris maintained that small schools scattered over the townships are an element of weakness in our school system, and he gave many arguments to sustain his proposition. He thought that these small schools should be abandoned, both in the interest of the child and the teacher, and that they should be concentrated in a graded school at the center of the township. One of the largest objections to the plan seemed to be the matter of distance and transportation. It is claimed, however, that with the coming of better highways in Indiana it is perfectly practical to organize a system of central graded schools, and that transportation can be provided so as to take out of consideration the question of distance. Mr. Harris gave much data out of his own experience which went to show that the plan suggested would be better for the children, the teachers, the people, the school officer; that there would be closer supervision and that the cost to the state would be less than under the old conditions. We think that this is one of the liveliest questions that has been discussed, and if the County Superintendents and the Township Trustees can agree in this matter the day of better schools and better highways is close at hand. The subject was discussed by other County Superin-

tendents and some very pertinent questions were raised. The Superintendents seemed to be of one mind on this topic, however. Superintendent McIntosh of Owen County, one of the brightest superintendents in the state, made a very strong plea for better supervision in the district schools. His paper was discussed by Superintendents Baker, Deputy, Van Mater and Wineburg, all of whom thought the key to the solution of the problem was the idea that Mr. Harris had advanced. This would make it possible for the County Superintendent to do something in the way of supervision.—*Inland Educator*.



High School
Child-Study.

PRINCIPAL JOHN G. ALLEN of the Rochester (N. Y.) High School reports, in *New York Education*, a scheme for getting acquainted with the individual peculiarities of ninth-grade pupils that is interesting, whatever time may show to be the balance between its merits and defects. The plan consists, essentially, of a memorandum of physical and mental characteristics, to be made out by the principal of the grammar school, the parents of the pupil and the pupil himself, and to be continued by the high-school teachers. It is easy to see how, with such a beginning, a record *might* be kept that would be far more valuable than examination results, or the "percents" obtained by adding, dividing and otherwise juggling with the "marks" of daily recitations. Mr. Allen reports that his teachers of English say that the boys know "Henty's" works, and the girls like the "Elsie" books much better than they do the works prescribed by the Regents. This alone is something.



Knew a Good
Thing When He
Saw It.

SUPERINTENDENT BRODEUR of Westfield, Mass., reports in the *New England Journal of Education*, the results of some "tests" recently made by him, one of which was upon "The Ambitions of Childhood." The test was made in the now familiar form of a composition exercise, in which the

children were asked to answer the question, "What would you like to do when you grow to be a man (or woman) and why?" with a special emphasis upon the "why." One lad of eleven had evidently been engaged in "teacher-study," for he passed up as his answer: "When I grow to be a man I should like to be a superintendent of schools, like Mr. Brodeur, for he has a good, soft job and don't have to work hard; besides he gets a big salary and can go away whenever he wants to."



**A Good
Answer by Eli.**

REPLYING to an inquiry as to what good manual training is to children, Eli Pickwith, the Principal of the manual-training department, Newark, N. J., said: "It serves to bring out at an early day the capabilities of the child. Many a man has found out too late in life that he had been trained for the wrong thing. There's many a parson who ought to be at the bench, and *vice versa*. Again, it impresses children with the dignity of labor and tends to promote a better social feeling. But I consider as the most important argument in favor of manual training the fact that it develops habits that will prove of incalculable value when the boy has entered manhood. It teaches that what is worth doing is worth doing well. It teaches the pupil to be exact, to be neat, to be painstaking and to love order and method."



**Remarked by
A. E. Winship.**

CHILD-STUDY has two distinct features —observation and inference. We are much more likely to agree in observations than in inferences. A certain amount of training is necessary to make a good observer, but training and natural aptitude are needed for valuable inferences.

"Curfew" should ring in every city and town. Children under fifteen years of age should be indoors evenings after 9 o'clock in summer and 8 o'clock in winter, unless accompanied by responsible seniors or out on errands. It is working well in Lincoln, Neb., Omaha, Denver, Pueblo,

Kansas City, Des Moines, Topeka and more than 300 other towns.

It is now fairly well established that almost invariably "dull" boys and girls give definite evidence of brain disorderliness—slouching, listlessness, inaccuracy in action, and in looking—which may be removed by good physical training. Nearly all "dull" pupils will become fairly bright and quick if they are well treated in physical training. Without this they go from bad to worse.—*American Primary Teacher*, February, 1898.



Don't Give Tom Up. You Can't Always Tell! HE was about the worst boy in school, and the teacher had punished him again and again, until she had begun to consider him in the light of a natural enemy, and she felt that the boy's feeling for her must be almost one of hatred. So it was in the nature of a surprise when, in view of the approaching holiday separation, other boys of the school brought to her desk little gifts of remembrance, to have the bad boy approach with some hesitation and place a box of candy on her desk.

"But I don't think I can take it, Tom," she said. "You have been too bad a boy; you have seemed to do everything you could to displease me."

"Oh, please take it, Miss Blank," said the bad boy in entreating tones. "I worked after school hours to get the money to get it."

And someone felt tears coming very near the surface then, for the bad boy was a poor boy, and had not so many pleasures in life that he could be expected to sacrifice any of them for anyone.—*School Board Journal*.



A Handicapped Generation. A WRITER in *The Atlantic Monthly* speaks of the youth of America as follows: "The present generation, like the children of emigrants, has been born into a world quite unlike that in which we—college boys of the 1840's—grew up. Rail-

roads, steamships, telephones, electric lights, photography, huge cities full of dwellings crowded with costly luxuries which are not comforts only burdensome necessities—all these are wholly apart from the lives our fathers and mothers lived. The first lesson the infant of to-day learns is 'Touch a button and let something do the rest.' But I don't despair of the coming youth. I trust youth to find its way out, so long as it is youth and not premature old age. All this athletic craze is simply the young man's protest against the stigma of incapacity. He wants to do something which he cannot do without trouble and pains of his own taking. Young men seem sadly handicapped by the ease of their early lives. They will overcome this. They will not value that which has not been worked for, and the surfeit of ease will send them into the ranks where fighting (of some sort) is to be done."

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**The Social Sense
in Childhood.**

“WHAT kind of a chum do you like the best?” This question was asked of two thousand three hundred and thirty-six Massachusetts school children—1,068 boys and 1,268 girls—between the ages of seven and sixteen years. The purpose of the study was to ascertain some of the elements constituting the social sense of children, and to discover the influences conditioning their predilection and aversion for companions and play-fellows. The catalogue of traits was neither as large nor as varied as might have been expected, and for the most part the children seemed to express their ideals with remarkable intelligence and clearness. The following from a boy of eleven is fairly typical: “For a chum I like a boy who does not use bad language, smoke or mix with bad company; who will help me if I get into a scrape and not run away like a coward; one who is an honest, upright, kind-hearted boy; one who will come and see me when I am sick and cheer me, and not a fair-weather friend, who sticks by me because I have good things, and not a friend who is always telling every-

thing about me that he knows, and not one who is always hanging around me. Such is the chum I like."

The papers were collated along the following lines: Age, sex, moral, physical and mental traits, habits and general characteristics. Age preferences were indicated by 134 of the children, 107 wishing a chum of the same age, and twenty-seven an older or younger chum. The girls had stronger age preferences than the boys. Sex is mentioned by 591 of the children. Among the boys 235 want boy chums and twenty want girl chums; among the girls 328 want chums of their own sex and twenty-eight want boy chums. Sex preferences are most pronounced between the years eight to eleven. Size is mentioned by but eighty-nine of the children. The same size is desired by fifty-eight and a larger person by thirty-one. A girl of eleven says: "I would like a chum not too fat or too slim, just between, with long yellow hair;" and a boy of ten says: "I like a chum that is about my own age and size. If you would like to know why, I will tell you. If he were larger than I, and he wanted to climb a tree that I couldn't, it wouldn't be very pleasant. While if we were just the same size one could do what the other could." A pretty or handsome chum is desired by five boys and fourteen girls, and special teeth, eyes, hair and nose by six boys and thirty-two girls; and fifteen boys and fifty-five girls want a quick or sprightly chum.

The favorite mental characteristic is good nature—a chum that is jolly and cheerful. "One who is full of fun," "one that don't get mad," "one with a bright, sunny nature," is desired by 141 of the boys and 228 of the girls. Fifty-eight of the children want one that is bright and talented and forty-two one that uses good language. The moral traits, as might be expected, lead the list. Four hundred and seventy-eight of the children want a chum that is kind, charitable or humane, and four hundred and fifty-five a chum that is honest, fair or just. One is impressed in reading these papers with the importance of play in the forma-

tion of the child's standards of morality, as is illustrated by a lad of thirteen: "The kind of a chum that I like is one that don't cheat when you're playing ball. I don't like one that says you're two strikes when you're one, or says you're out when you're two strikes." Truthfulness takes third place among the desired moralities. It is more pronounced with the girls than with the boys and increases with advance in years. Constancy comes next. "I like a chum who would speak just as nice of you back of you as right in front of your face, not one who would pretend to like you just to get something out of you; and then go away and tell tales about you afterwards," is the ideal of constancy of one young miss. This, like kindness, is essentially a feminine virtue and is apparent only among the older children. Unselfishness has fifth place among the moralities; affection, sixth; modesty, seventh; obedience, eighth; and courage, ninth. But five of the boys and twenty-three of the girls express preference for a religious chum.

A chum that is "not rough or quarrelsome" is desired by 418 of the children, the girls leading. Fondness for play is more desired by the boys than by the girls, and diminishes with both sexes as the children grow older; and one finds all sorts of play specialties enumerated. Says a girl of twelve: "I like a girl chum the best who likes to climb and do stumps." A chum that is polite, "has good manners," does not appear until the ninth year, increases as the children grow older, and is always more marked among the girls than among the boys. It is formulated by a boy of nine in these words: "I like a chum who has very good manners. Who never swears or lies or never use vulgar words. Who takes off his hat at the door and wipes his feet at the door. Who always asks to be excused whenever he steps on anybody's toe; who always lifts his hat when he sees anybody he knows." Thirty-six of the boys and sixty-four of the girls want a chum that can keep secrets; ninety-one of the boys and eight of the girls one that neither uses tobacco nor drinks; and seventy-three of the boys and seventeen of

the girls one that doesn't swear. Dress and neatness influence twenty-two boys and sixty-five girls, and wealth seven boys and three girls. Industry is not strong, but twenty-three boys and thirty-six girls express the desire to have a chum that likes work. Among the general characteristics were classed "good chum," "respectable chum," and "nice chum." These terms are indefinite and may mean one or a dozen traits. They are most often mentioned by the young children and the girls seemed to have an almost undisputed monopoly of that much-used word "nice." The fact that both "good" and "nice" diminish with advance in years indicates that they belong to a period when ideas are not well defined.

During the adolescent period there is an apparent struggle between the real actual self and the ideal self—a pretty strong desire to have a chum who embodies the traits they most desire, but which they are conscious of lacking. This struggle is well expressed by a girl of thirteen, who says: "I cannot tell the kind of a chum I like the best because I like to have all kinds. I like to have a friend to whom I can go and forget everything I would rather not remember in her presence. I mean by that a person who is never serious. I like also to have a friend who is just my opposite. One who is serious and can help me. I'd like it this way because of my two moods." And several children specify certain persons whom they like best for chums because they differ from themselves—persons who are what they themselves are not, but what they would like to be—a sort of a double that seems to suggest itself to the young mind during this period of inquiry and doubt.—*Will S. Monroe in Journal of Education.*



Teacher's Records.

WE RECENTLY referred in these columns to an address given by Superintendent Gilbert of Newark, on the desirability of a teacher keeping a record of every child in her class, which may pass on with every child when promoted

to the next teacher. Reference to this address of Dr. Gilbert's brought a communication from the principal of one of the schools of Santiago, Cal., inclosing a blank which he designed to accomplish this very purpose. He calls it a New Term Promotion Blank. For the February promotions it is intended that the blank shall follow the child who is promoted into another room, but in June, when the school closes, the promotion blank, fully made out, must be handed in with the teacher's reports at the office of the principal. When the pupil passes to the High School and Commercial School, the principals are expected to fill out a blank for the enlightenment of the new teacher. The blank considers, naturally, the name and age, the age being taken from the commencement of the school year, September 1; it records the grade from which the child is promoted and the grade to which it is promoted, the number of books read by the child and the record it makes in each study. The child's powers of perception, imagination, memory, reason and application are recorded by the teacher, with any defects of sight and hearing that may have been detected; a record of the health and something as to the temperament are also given. There is a blank space for remarks, so that the teacher may give such further information as her study of the child has given her opportunity to discover. The designer of these promotion blanks states that "the record is intended as an aid to thought and study of the individual, not as a substitute for either." Explicit directions are given for keeping records. These blanks have the approval of Dr. Nicholas Murray Butler, Dr. G. Stanley Hall, Dr. Gilbert and other leading educators of the country.—*The Outlook*.



WHICH?

"My grandpa had a perplexity fit yesterday," said little Bessie to her playmate.

"Perplexity fit!" exclaimed the other. "I guess you mean a parallel stroke, don't you?"—*Louisville Post*.

Workings of Children's Minds.

ROYCE'S REMARKS.

Age two years and two months:

Mrs. E. (to his mamma)—“I think the quality of goods one buys for a given price quite as good in Milwaukee as in St. Paul.”

Royce.—“The quality of mercy is not strained.”

Age two years and four months:

Mamma (to papa)—“Royce is growing self-conscious. When a caller came here to-day he acted sheepish.”

Royce.—“Ba-a-ah!”

Age three years and four months:

Mamma.—“Royce, run over to Irma's and get two spoons of soda.”

Royce (after returning with the soda)—“Mamma, Irma is the funniest girl! She kept the spoon and just gave me the soda.”

Age three years and five months:

Papa.—“I saw two men running after a freight train, and they were calling to the engineer.”

Royce. (an hour after)—“Papa, does an engine have ears?”

Age three years and seven months:

Papa.—“Royce, run into the house; you'll take cold out here.”

Royce (nonchalantly).—“O, 'at makes no difference. I have an awful cold, anyhow.”

Age three years and eight months:

Mamma.—“Now Royce, remember you are not to expect anything of the Christmas tree; the presents are all for the kindergartners.”

Royce.—“All right, mamma. Nofing for me, cause I'm

a homer. (After a moment's thought.) The plowman 'homer' plods his weary way."

Same age:

(After having been ill and been visited by the doctor he takes his papa's temperature with an indelible pencil case.)

Royce.—"Papa, your temperature is too high."

Papa.—"How high is it?"

Royce.—(With chubby hand about three feet above the floor.) "It's about 'at high."

Age three years and nine months:

(In positive tones and very dramatically.) "When I was in Heaven, before I came here I tipped over the chairs and God didn't care one bit. If I bwoke the disses he didn't do anyfing, just took me away from 'em."

Same age;

(On seeing a kettle sitting over the fire out of perpendicular.) "Oh, Auntie Armstrong, your kettle looks just like the leaning tower of Pisa."

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Anxious mother: "Well, Charley, how did you behave at the party?"

Charley: "I didn't behave at all. I was quite good!"

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Knowledge is proud that he has learned so much.

Wisdom is humble that he knows no more.—*Cowper*.

"Whatsoever you may think of 'professional child-study,' you cannot afford to neglect the study of the child that needs special attention."—*Winship*.

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"Now, Johnnie," said the teacher, "you may spell kitten."
"K-i-i-t-t-e-n," said the embryo lexicographer. "No, no!" exclaimed the teacher, "kitten hasn't got two i's." "Well, ours has," replied the observing youth.

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Of all things distasteful to a robust American, static perfection is the worst.—*The School Review*.

Among the Books.

Studies in Home and Child-Life. By Mrs. S. M. I. Henry. Fleming H. Revell Co. New York and Chicago. 252 pp.

This book is designed to be suggestive to parents in stimulating the kind of questioning that will compel answer from every-day experience and observation. It is written from the viewpoint of devoted and consecrated parenthood. The book has thirty-four chapters, each of which treats of a distinct subject, making the discussion of some of the subjects, *e. g.*, "Heredity and Environment" (five pages) very brief. But it is a very helpful book, for each and every one of the essays affords delightful and instructive reading for parents and others interested in the care of children. It is a book one can take up for even a few minutes with much profit, for as soon as opened, even at random, some bright, suggestive, striking sentence meets the eye—a sentence that will afford a basis for reflection and right action.

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The Children of the Future. By Nora Archibald Smith. Houghton, Mifflin & Co., Boston and Chicago. 165 pp.

This excellent book is made up of fourteen chapters each of which is a real essay. The book is a gem from start to finish and furnishes not only delightful but also very instructive reading for parents, teachers and kindergartners. It is an ideal text-book for a Mothers' Child-Study Class or for a Teachers' Round-Table, for it is written with much care by one who has actually lived with the children. Then the book is intensely practical as seen from such sentences as these: "The observation of children must not cease at the threshold of the kindergarten and school, for here some of the worst offenses against these little ones have been committed. Take the schoolroom itself and discover to your dismay how many ailments may be traced directly to overheating, overcrowding, faulty ventilation, bad drainage and defective lighting. Ask yourself if it is not a disgrace to civilization that maladies should exist, familiarly known and spoken of 'as school-bred' diseases?" No parent can read the chapter on "Training for Parenthood" without feeling under great obligation to the author of the book and the chapters on "Tell Me a Story" and "The Gospel of Work"

are each an inspiration. If the book were carefully read and its creed lived up to by those dealing with children, "The Children of the Future" would have manifoldly more advantages than those of to-day, to say nothing of those of yesterday.

W. O. K.



The District School as It Was. By Warren E. Burton. New edition, edited by Clifton Johnson, author of "The New England Country," "Country Clouds and Sunshine," "What They Say in New England," etc. With illustrations. Cloth. \$1.25.

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Charles H. Thurber, University of Chicago, presiding.

Fatigue Considered in Some of Its Bearings on Education.

F. W. Smedley, University of Chicago, 20 minutes.

General Discussion, 15 minutes.

Apperception and Child-Study.

Manfred J. Holmes, Illinois State Normal University, 25 minutes.

General Discussion, 15 minutes.

(Subject to be announced.)

M. V. O'Shea, University of Wisconsin, 40 minutes.

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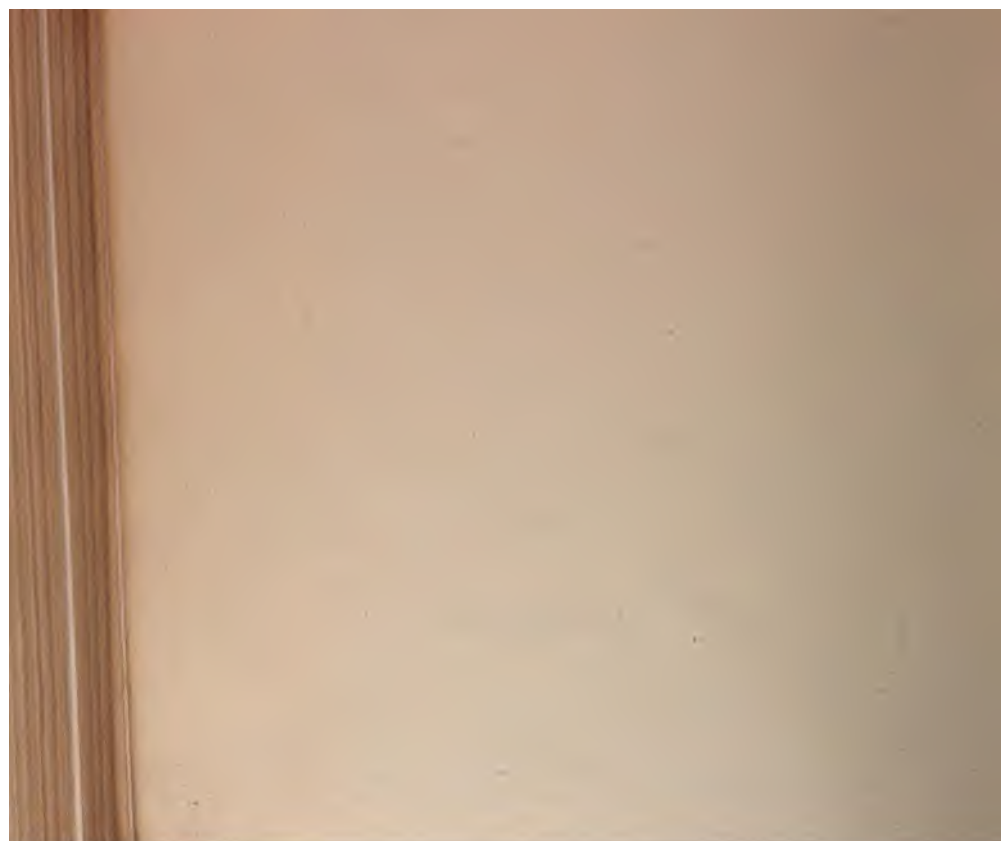


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